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ABSTRACT

The report presents the results of a study conducted by the Memphis City Schools/Hearing Impaired Program (MCS/HIP) to determine the characteristics and needs of graduates, to investigate, describe and evaluate existing prevocational material, to visit sites currently serving hearing impaired students in an exemplary manner on the secondary level in prevocational education and learn from their successes, to investigate existing vocational sites in Memphis, and to use all the information gained to develop a prevocational course of studies for those hearing impaired students in the MCS/HIP on the secondary level. The resulting course of studies presented is meant to be a springboard to develop more sophisticated techniques and tools to serve hearing impaired students in the area of prevocational education. (Author/PHR)

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A MODEL PREVOCATIONAL PROGRAM FOR HEARING IMPAIRED STUDENTS IN A PUBLIC DAY CLASS SETTING AT THE SECONDARY LEVEL

Developed By

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Research Staff

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for the

MEMPHIS CITY SCHOOLS/HEARING IMPAIRED PROGRAM

under a Grant by

The Department of Health, Education, and Welfare

U.S.O.E. Bureau of Education for the Handicapped

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ABSTRACT: Presented in this report are the results of a study conducted by the Memphis City Schools/Hearing Impaired Program (MCS/HIP) to determine the characteristics and needs of graduates from the MCS/HIP, to investigate, describe and evaluate existing prevocational material, to visit sites currently serving hearing impaired students in an exemplary manner on the secondary level in prevocational education and learn from their successes, to investigate existing vocational sites in Memphis, to use all the information gained to develop a prevocational course of studies for those hearing impaired students in the MCS/HIP on the secondary level. The resulting course of studies is meant to be a springboard to develop more sophisticated techniques and tools to serve hearing impaired students in the area of prevocational education.

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INTRODUCTION

A. Background

The Memphis City Schools/Hearing Impaired Program has been in existence since 1926. During that time it has grown from one class at one school to twenty-five classes at six (6) schools serving 190 full time and 80 itinerant hearing impaired students. A constant push has existed to keep the program in line with the student's needs and educational legislation. The purpose of this study was to examine one segment of the service structure, the Junior and Senior High Prevocational program and see how it could be improved. The goal was set to develop a model prevocational program tailored to the needs of the Memphis City Schools/Hearing Impaired Program population with a projected end product of hearing impaired students being better equipped to compete in the job market.

B. The Problems and Objectives

The objectives of this project were:

1. To survey the literature and identify information relevant to the formation of a model prevocational curriculum

2. To survey past Memphis City Schools/Hearing Impaired Program graduates since 6/71 - 6/76; to determine characteristics and needs in the job market

3. To identify, purchase, and evaluate commercial prevocational products as to its appropriateness for the designated population

4. To identify and visit sites with existing exemplary programs for hearing impaired students at the secondary level, located in large metropolitan areas within the day class setting to determine aspects relevant to prevocational considerations

5. To visit and describe existing vocational evaluation sites in the Memphis area as to their appropriateness for the designated population

6. To write a final report, in which each objective will be addressed and the results used to develop a model prevocational curriculum

7. To conduct a workshop for relevant lay and professional personnel in order to present the findings of the project.

In essence, the project objective was to see how our past graduates were doing, read the available literature, visit sites already deeply involved in prevocational education, purchase and evaluate commercial products as to their effectiveness, study existing vocational evaluation sites, put all the information into a format which can be easily utilized

by teachers and have a workshop to tell others. In order to accomplish the stated goals, a grant request for $5,000.00 was made to and approved by the Department of Health, Education, and Welfare. The grant was awarded on March 8, 1977 and completion date was set for August 15, 1977 and later negotiated for October 31, 1977, in order to give sufficient time to complete the project. The stated objectives, design, and resulting report is not intended to prove anything. But rather to suggest a logical approach to the problems of prevocational education for the hearing impaired students being served in the Memphis City Schools/Hearing Impaired Program at the secondary level.

C. Procedure by which the stated goals were accomplished

1. A computer search through ERIC revealed relevant literature which was reviewed and summarized.(Intro/Review of Literature)

2. A survey was developed and given through personal interviews with 21 of the 26 graduates since 1971 in order to identify the needs and status of our past graduates in the job market.(Chapter 1)

3. Prevocational material was purchased from all available sources. The material was described and evaluated as to its effectiveness with the designated population.(Chapter 2)

4. Recommendations were received to visit the SELACO School in Los Angeles and the Whitney Young High School in Chicago in light of their existing exemplary programs in order to gain from these experiences in setting up a prevocational program.(Chapter 3)

5. The four existing vocational evaluation sites in Memphis were visited and studied in order to have an exact picture of the procedure of each and thereby to do a better job of referring hearing impaired students to the site which can best meet his needs.(Chapter 4)

6. A prevocational program was written, taking into consideration all of the information gained from the aforementioned steps.(Chapter 5)

7. A workshop was convened to share the information with staff members from the Hearing Impaired Program, selected secondary level special education teacher, and relevant to professionals from the community at large.

D. Setting

In order to understand the recommended prevocational program it is necessary to sketch the total structure in which it exists. The Memphis City Schools/Hearing Impaired Program provides comprehensive services to 190 full time and approximately 80 itinerant hearing impaired students. The students range in age from 3-21, in class type from itinerant resource to self-contained multiple handicapped, in communication modes from oral/aural to total communication (using Signed English). All students are housed in regular elementary or secondary level schools with a great deal of emphasis placed upon involvement with non-hearing impaired students

whenever it is socially/educationally beneficial. Students are placed in the various class types by the Assessment/Multi-Disciplinary Team process with the parent always having direct input and final say in all educational placement. The program is structured to have all major class types and levels available on both sides of the city, thereby minimizing the distance each student must be transported. The hearing impaired classes are arranged in the following manner:

(Downtown Area)
Setting A

University of Tennessee/Child Development Center/with selected Special Education classes
*Multiple Handicapped/Hearing Impaired/Level-1

(West Memphis Area)
Setting B

Regular Elementary School (K-6th gr)

Oral/Self-Contained/Pre-School-Kindergarten
(ages 3-5)

Oral/Self-Contained/1st-3rd gr
(ages 6-8)

Total Communication/Self-Contained/Pre-School-Kindergarten
(ages 3-5)

Total Communication/Self-Contained/1st-3rd gr.

Resource/K-6th gr
(ages 5-12)

*Setting C

Regular Elementary School (K-6th gr)

Oral/Self-Contained/4th-6th gr
(ages 9-12)

Total Communication/Self-Contained/4th-6th gr.

Total Communication/Self-Contained/
(ages 9-12)

(East Memphis Area)
Setting D

Regular Elementary School
(K-6th gr)

Oral/Self-Contained/Pre-School-Kind. (ages 3-5)

Oral/Self-Contained/1st-3rd gr.
(ages 6-8)

Total Communication/Self-Contained/1st-3rd gr.

Resource K-6th gr.
(ages 5-12)

Multiple Handicapped/Hearing Impaired/Level-2

*Setting E

Regular Elementary School
(K-6th gr)

Oral/Self-Contained/4th-6th gr
(ages 9-12)

Total Communication/Self-Contained/4th-6th gr.

Resource/K-6th gr.

Setting F

Regular Junior & Senior High School

Total Communication/7th gr.
8th gr.
9th gr.
10th gr.
11th gr.
12th gr.

Resource/7-12th gr.

*students go from Setting B to Setting C, from Setting D to Setting E, from MH/L-1 to MH/L-2, all at age 13 to Setting F.

The program has been structured to allow for the greatest flexibility of services and class types so that student movement, staff communication, and transportation problems will be minimized. Regardless of the location or class type, each student has daily speech/language therapy, monitoring and services by education audiologist, home/parent training for Pre-School-3rd. gr., vocational guidance for 7-12 gr. and two (2) full time interpreters serve primarily the 7th-12th, but are available to 4th-6th. One and a half (1½) teachers serve the students on the itinerant role providing consultation to the regular classroom teacher to whom the itinerant hearing impaired student is assigned. Throughout the program, instruction parallels the regular curriculum with special consideration given to communication and language needs.

At age 13 the hearing impaired student begins the secondary level of the program. The resource students follow the standard high school class requirements and have all but their English and tutorial class with non-hearing impaired students (Track I). The students coming from Oral, Total Communication, or Multiple Handicapped classes enter the

specialized classes for the hearing impaired (Track II-V). During the 1976-77 school year there were nine (9) students in Resource (Track I), six (6) students in grades 7-8, nine (9) students in Track II, thirteen (13) students in Track III, eight (8) students in Track IV, and three (3) students in Track V. A total of 48 hearing impaired students were served by six (6) teachers, 1 speech therapist, 1 vocational counselor, and five (5) teacher aides. The course requirements, criteria for advancement, and Track system for the 1976-77 year were as follows:

Course Schedule Outline for
hearing impaired students in Tracks II-V

7th gr.	8th gr.	*9th gr.
Language	Language	English
Math	Math	Math
Reading	Reading	Prevocational Info.
P.E.	P.E.	Communication Skills
Speech	Speech	2 Electives
Activity Period	Activity Period	*Students are placed in Tracks at this level

10th gr.	11th gr.	12th gr.
English	English	English
Math	Math	Math
Prevocational	American History	Marriage-Family
Communication Skills	2 Electives	2 Electives
2 Electives		

Minimum of 18 units required to graduate

CRITERIA FOR ENTERING GRADE LEVEL:

Grade 7: To enter the 7th grade, the student must be 13 years of age as of Oct. 1.

Grade 8: To enter the 8th grade, the student must have passed all subjects or have failed only one subject in the 7th grade. (If failed 2 or more subjects in the 7th, the student will be retained in the 7th grade.

Grade 9: To enter the 9th grade, the student must have passed all subjects or have failed only 1 subject in the 8th grade. (If failed 2 or more subjects in the 8th, the student will be retained in the 8th grade.

Grade 10: To enter the 10th grade, the student must have earned at least 4 units in the 9th grade with no more than 1 failure in core course. (NOTE - If failed one core course of Math or English, the student must repeat that course the next calendar year.)

Grade 11: To enter the 11th grade, the student must have earned at least 8 units with no more than one failure in core courses. (NOTE - If failed one core course of Math or English the student must repeat that course the next calendar year.)

Grade 12: To enter the 12th grade, the student must have earned at least 13 units with no more than one failure in core courses. (NOTE - If failed one core course of Math or English the student must repeat that course the next calendar year).

GRADUATION: To go through graduation exercises, the student must have earned 18 units and made up all previous failures in English and/or Math.

I. Policies:

A. If student fails two or more core courses, he cannot advance to the next grade level.

B. If a student fails one core course, he can be advanced to the next grade level but must make up failed course. (If student is in 12th grade and has not fulfilled core courses he may return as a Special Student and continue until all core courses are completed; also, he will not be able to go through graduation exercises until all courses are completed.

II. Track System:*

*A. Track I:

1. Explanation: Students in this track are projected to enter into further academic studies i.e., college or vocational-technical school upon leaving high school.

2. Criteria:
   a. Full-time Resource enrollment
   b. Satisfactory completion of all required courses each year.

*(Note: students take all courses, except for English, with non-hearing impaired students)

B. Track II:

1. Explanation: Students in this track will be involved in intensive high school academic prevocational skill development and vocational awareness during high school career. Upon leaving high school the students are projected to enter into technical training.

2. Criteria:
   a. Enrollment in Modified Resource Program
   b. Complete required courses satisfactorily in 7th-pass all core courses, 8th-pass all core courses, 9th-4 units, 10th-8 units, 11th-13 units, 12th-18 units to graduate.
   c. Maintaining of a 3.0 average over-all.
      SCALE: Total Communication classes - 4 points
      Accelerated T.C. classes - 5 points
      Modified Resource - 6 points (with hearing students)
      (Non-Academic hearing classes: 5 points)
   d. Enrollment in at least two regular non-hearing impaired classes, 1 academic and 1 non-academic

*NOTE - students are placed in the "Track" structure at the beginning of 9th gr. Placement and maintenance in the various Track levels is a function of the

students' success or failure and the recommendations of the Assessment Team.

C. Track III.

1. Explanation: Students in this track will receive academic instruction relevant to the world of work, prevocational and vocational awareness training during high school years and are projected to enter on-the-job or vocational school training.

2. Criteria:
   a. Enrollment in hearing impaired, total communication classes plus at least one hearing class, academic or non-academic
   b. Maintaining a 2.5 average overall
   c. Completion of all units as stated in Criteria 2.b. under Track II.

D. Track IV.

1. Explanation: Students in this track will receive basic academic reinforcement and prevocational classes during time in high school. Upon leaving high school, they are projected to enter either vocational evaluation, vocational school, or on-the-job training.

2. Criteria:
   a. Enrollment in Self-contained Total Communication (SCTC) class
   b. Completion of units in grades 7-12 as listed in Criteria 2.b. Track II
   c. Maintaining of a 2.0 average in each grade level
   d. Involvement with on-the-job training (office work, outside work, student aid)

E. Track V: Academic Reinforcement, Work Evaluation, Job Placement

1. Explanation: Students in this track will be involved in
   1. basic academics
   2. basic prevocational awareness

   Upon completion of 9th grade or at the age of 17, these students will be exited from Memphis City Schools/Hearing Impaired Program, referred to Vocational Rehabilitation, for intensive vocational testing and work adjustment, job training, and subsequent job placement.

2. Criteria:
   Failure of 2 or more core courses per year for three (3) consecutive years.

Students in Track II participated in the following academic and vocational classes outside of the specialized classes for the hearing impaired only during the 1976-77 school year.

I. Academic Classes/Number of hearing impaired students in class

A. Biology - 2 students
B. Algebra - 2 students
C. High School Arithmetic - 1 student
D. Office Practice - 1 student
E. Typing I - 2 students
F. English I - 1 student
G. Home Economics - Child Development - 1 student
H. Psychology - 1 student

II. *Vocational Classes/Number of hearing impaired students in class

A. Child Care I - 1 student

(*Note - these classes were held at a Comprehensive Vocational High School to which students are shuttled from various academic only high schools)

Students in Track III participated in the following academic and vocational classes outside of the specialized classes for the hearing impaired during the 1976-77 school year.

I. Academic Classes/Number of hearing impaired students in class

A. Home Economics/Food I - 3 students
B. Home Economics/Clothing I - 2 students
C. Health - 1 student

II. *Vocational Classes/Number of hearing impaired students in class

A. Small gas engines - 3 students
B. Electrical I - 1 student
C. Child Care - 2 students
D. Printing I - 1 student

(*Note - these classes were held at a comprehensive Vocational High School to which students are shuttled from various academic only high schools)

E. Review of the Literature

There has been very little research on the vocational adjustment of the hearing impaired (deaf) worker. What has been carried out has dealt primarily with hearing impaired adults or graduates from residential schools for the deaf. A summation of the previous work in this area has been provided by Guilfoyle (and others) in his 1973 "Evaluation of Vocational Development of Deaf Young Adults." In this report Guilfoyle has taken six major studies (Hirsch, 1962; Mog, 1954; Jacobs and Gunderson, 1957; Bruce, 1960; Justman & Gunderson, 1957; Bruce, 1960; Justman & Moskowitz, 1963; and Rosenstein & Lerman, 1963) and identified six primary findings on the vocational adjustment of the deaf:

Occupational Distribution of Deaf Workers:...the percentage of males working in skilled and semi-skilled occupations is fairly high in all four surveys dealing with this topic (74.8%, 53.1%, 60.6%, and 69.8%).
Levels of Earning: if income at each occupational level is compared, it is seen that deaf men earned less than hearing men, and that deaf women earned less than deaf men, but about the same as hearing women.
Stability of Employment:...in the Boatner, Stuckless & Moores (1964) report...50.5% of their job samples (n=101) were still working on their first job; 20.8% reported working on their second job; and 28.7% on their third job...perhaps younger deaf workers are becoming more dissatisfied with currently available jobs.
Job Satisfaction: out of the six studies reporting general job satisfaction ratings from their respondents, two...found that approximately 45% of their respondents expressed satisfaction with their jobs, three found percentages of 63.8%, 60.2%, and 63.6% expressing job satisfaction.
Relation of Training to Present Occupations: only three of the several studies cited examined the relation of training received in schools for the deaf and current occupations...in general, most of those who studied a trade said that they never followed it.
Communication Used at Work: the method of communication available to the deaf in dealing with the hearing are: speech and speech-reading, writing, fingerspelling, signing, gesturing, and using pantomime. Lunde & Begman (1959) found that more of these methods were reported in use by those in professional and technical positions and fewer going down the occupational scale. Rosensteen & Lerman (1963) found that in communication with hearing employers and supervisors, 40% of a sample of deaf female workers used speech only, 37% used speech most of the time and writing some of the time, and 23% used writing as the primary means of communication. Justman & Moskowitz found that of the 575 deaf reporting some work experience, only 9% indicated that they were called upon to use "almost no speech" in their present or last job...20% stated that they were called upon to talk "almost all the time."

Additional insight into the employment characteristics of deaf workers is provided by a 1972 study, "An Employment Analysis of Deaf Workers in Texas" developed by the Texas School for the Deaf and the Division of Occupational Research and Development-Department of Occupational and Technical Education, Texas Education Agency. The studies; major findings were that "...54% of the 331 respondents were working in a wide variety of jobs. Of the remaining 46% "...7% were full time housewives...14% were students in formal training...the remaining 25% were not housewives, students, or workers, and not all wanted or were able to seek employment." The study also found that "...56% of the respondents reported receiving some type of training or education after leaving the Texas School for the Deaf...that 70% had been employed in work appropriate to their training and for the most part they had received some form of assistance from the Division of Vocational Rehabilitation.

A second aspect of the development of a model prevocational program was to investigate, through the available literature and site visits, appropriate tests which could be used in the pre-vocational preparation and guidance of hearing impaired students. In chapters three (3) and four (4) the various tests being used at the sites visited are described, information identified through a review of the literature was extensive and varied.

Vernon (1967) in "A Guide for the Psychological Evaluation of Deaf and Severely Hard of Hearing Adults" listed three areas of value in the aptitude and interest testing of deaf adults, i.e., manual dexterity, mechanical aptitudes, and spatial relations. He goes on to state that it is important to select aptitude tests which are not dependent upon language for either their directions or administration and that this factor eliminates the effective use of most aptitude tests with the deaf. Further, pictorial tests designed for use with the deaf are narrow in scope and offer limited information to the psychological evaluator.

Falberg, in his article "The Psychological Evaluation of Prelingually Deaf Adults" states that "...typical prelingually deaf persons do not have the reading skills necessary to understand exactly what is involved in the choices they are making when such tests as the Strong or Kuder are used." Falberg lists two tests which he feels are appropriate for the prelingually deafened individual; the Geist Vocational Interest Inventory, Deaf Form: Males, and the California Picture Interest Inventory, in order to determine their vocational interest. In the area of vocational aptitudes, he recommends that tests which are performance oriented and where the examiner can demonstrate the tasks for hearing impaired individuals, are the most valid. The vocational aptitude tests which Falberg feels meet this criteria are: Selected portions of the Flanagan Aptitude Classification Tests and the Flanagan Industrial Test, the Crawford Small-Parts Dexterity Test, the Minnesota Clerical Test, and the Revised Minnesota Paper Form Board, "Portions of the General Aptitude Test Battery may also be helpful, but it should be ascertained whether an interpreter was provided at the time of testing...the 'G' score of this test...is contaminated by the language variable and cannot be confidently relied upon in setting the upper limits for vocational attainment in prelingually deaf adults."

The most comprehensive and vital study dealing with the vocational interest and aptitude testing of the deaf, as identified in this review of the literature is a report by Lerman (1969) and others on "The Development of Measures of Vocational Interests and Relevant Aptitudes for the Deaf." The purpose of the study was to establish a battery of vocationally relevant measures of interest and aptitudes for use with deaf clients. The researchers were unable to fully complete this goal and are continuing their efforts to meet the stated objective, however, a number of significant ideas and findings were brought out. First, the study examined and rejected most of the vocational interest inventories currently available, two tests were deemed acceptable: The Geist Picture Interest Inventory and the California Picture Interest Inventory, were chosen with the California test considered the better of the two. In the area of vocationally related aptitudes, few were found that were acceptable, however, two areas that were selected are spatial and clerical abilities. From this point, the researchers set out to develop more specific measures of vocational abilities. In the process, they identified that

> "...most, if not all, vocational interest tests are organized into fields (Brainard Occupational Preference Inventory, Form R; California Occupational Preference Survey; the Geist Picture Interest Inventory; Deaf Form Male; Gordon Occupational Check List; Kuder Preference,

> Form C (Vocational); Strong Vocational Interest Blanks; Thurstone Interest Schedule)...these tests offer the subject a wide variety of occupations arranged, according to some scheme, into a set of categories. The subjects' preferential responses to individual occupations are then compressed into field scores and examined...a strong score in one field is taken as an interest in that category of work, a relatively uniform distribution of scores suggest an absence of any clear occupational interest.

The study cited several problems with this method of identifying vocational interest with the primary problems being the inconsistencies between tests in the number of elements used in defining a job field, there are differences of opinion regarding the manner by which the occupations should be divided up. In order to solve this problem the "Molecular Preference Theory" was presented and defined as..."a theory of vocational interest which maintains that occupations rarely invoke preferential responses in their entirety. Rather, it is some favorable aspect or combination of aspects of the occupation to which the person responds..."

The literature points out several relevant points for this study: First, there is no research available dealing, specifically, with the graduates from a public, day class program for the hearing impaired. Second, the hearing impaired worker is generally underemployed, has limited mobility in the job market, must usually depend upon his speech for communication on the job, his income is below that of his hearing peer, the job training which he received during high school is usually not used but training received at a post-secondary vocational school is, that he has a very limited knowledge of the options in the job market, and that the younger deaf adult seems to be less satisfied with his job situation than his older peers. Thirdly, the field of testing for vocational interest and aptitudes for the deaf leaves a lot to be desired due to the language characteristics of the deaf, the lack of consistency in occupational classification, and the hypothesis presented by the "Molecular Performance Theory." With this base of information, survey of past graduates, site visits, and a review of existing prevocational material a model prevocational program will be proposed by this report.

Chapter 1

GRADUATE FOLLOW-UP

I. Introduction

In March of 1976 the need to identify and survey the hearing impaired students who had left the Memphis City Schools/Hearing Impaired Program (MCS/HIP) was brought to focus by the high incidence of complaints, by the former students and their parents, on the lack of adequate services from the Division of Vocational Rehabilitation (DVR) in Memphis, Tennessee. Meetings were held with representatives of the relevant agencies (MCS/HIP, DVR, Client Assistance Program, and the Memphis City Schools/Special Placement Service) in order to develop lines of communication and to initiate action to solve the problem.

The Client Assistance Program (CAP), a program of the DVR charged with the responsibility of assisting clients of DVR in resolving any serious grievances with the agency and its counselors volunteered to conduct personal interviews with the identified population in order to investigate the validity of the complaints against DVR, to determine the needs of this population relevant to DVR, and to make recommendations regarding the delivery of more effective services by DVR to the designated population. The hearing impaired surveyed were those who had left the MCS/HIP between June, 1971 and June, 1976 and were DVR clients.

The survey dealt with four primary areas of concern: 1. Personal and Social Information; 2. Job History; 3. Vocational Rehabilitation services received and client perception of those services; 4. Current Vocational Rehabilitation services needed.

The summarized findings of this unpublished survey are as follows:

> Client Characteristics: ...eleven (11) girls and seven (7) boys ranging in age from 18 to 21 ...Only one is married, although she is separated from her husband; she and two other female graduates each have one small child. All 18 live with a parent ...Of the 18 referrals, three (3) were Oral...15 used fingerspelling and signing mainly, for communication...it seems that those with adequate communication skills were currently employed (ten) or in training (two) while the more low verbal clients (six) were sitting home, idle.
>
> Job History: Ten of the 18 clients were employed...placement made by...self-1, family-1, school personnel-6, and DVR-2. Nine had remained in the first job obtained after leaving school, only two had changed jobs...eight felt their jobs were consistent with their abilities, two were dissatisfied...none of the students had specific vocational objectives...most knew very little regarding other types of employment or how to go about looking for or getting a better job...all seven of the boys were employed, only three of the eleven girls were employed ...three of the boys had received post-secondary vocational training...only one of these training programs had been successful...two girls were in training...of the six girls who had never worked they appeared very socially immature and had inadequate prevocational experiences...all six indicated a desire to obtain employment.

Vocational Rehabilitation Experience: Twelve received vocational evaluation at Goodwill Industries; two rated this service as good, one as fair, none as very poor...Four were sponsored by DVR for post-secondary vocational training...this service was rated as good by two clients, fair by one, very poor by one...none of the clients received medical services...nine of the clients remembered receiving guidance and counseling services from their counselor. Three rated the service as fair, one as poor, and one as very poor. Four did not rate the service...nine did not remember who the DVR counselor was and, therefore, did not rate the service...two indicated they had received job placement service...both rated the service as fair... Seven indicated that they had received financial assistance from DVR in the form of lunch and bus fares during the time of their vocational evaluation at Goodwill...the service was rated as good by two, fair by one, and very poor by one...three made no response... four clients remembered receiving interpreting service. Two rated the service as good, and two as fair...Only three of the clients and/or parents felt they had an adequate knowledge of DVR services... fifteen indicated the only service they were familiar with was that of job placement...fifteen of the clients felt that they had cooperated with DVR...two acknowledged they had not fulfilled their responsibilities...Eleven of the clients indicated the DVR counselor had adequate signing skills, three felt he was unable to communicate with them, four were reluctant to answer the question...fourteen felt that DVR was concerned about them, four responded negatively...In contrast to the perceived feeling of acceptance from DVR, only nine students felt they had benefited from DVR services...

Current Needs: Ten of the 18 clients indicated they were still in need of DVR services, seven responded "No", and one was uncertain. The needed services encompass training (7), placement (9), medical services, hearing aids and/or glasses (2), and guidance and counseling (3).

The survey also asked the clients for suggestions as to how DVR services could be improved. The suggestions included: 1. DVR counselor tries to find jobs faster and develop more employers willing to hire the deaf; 2. DVR should work with the Memphis City Schools/Hearing Impaired Program to find summer jobs for work experience; 3. DVR counselor should tell clients when to come back to the office again instead of having to sit and wait; 4. DVR counselor should not make arrangements for delivering of messages of deaf clients to the counselor when he is out; 5. the DVR counselor should improve his communication skills; 6. develop better working relationship with the parents of the deaf client; 7. the DVR counselor needs to follow through with what he promises; 8. post-secondary programs need to be better adjusted to serve the deaf; 9. the deaf client should have the services of an interpreter when entering training, testing or job interviews; 10. DVR should not send deaf clients to be evaluated by psychologists who have no special training or skills in working with the deaf.

In reviewing the results of the survey CAP drew a number of conclusions from the data, primary of which was that: 1. services from the MCS/HIP and DVR prior to graduation were ineffective in preparing the hearing impaired students for the vocational evaluation at Goodwill Industries and led to many misconceptions of the work done and reasons for the time spent at the evaluation site; 2. psychological testing arranged by DVR was generally unreliable due to lack of communication between tester and client, and a lack of experience on the part of the examiner in working with the deaf;

3. the clients were not given an adequate understanding of the DVR process or services; 4. the DVR counselor serving the deaf clients was not available enough to them nor did he follow-up sufficiently to ensure success on the case, a lack of guidance and counseling was the most evident deficiency; 5. the hearing impaired clients were most critical of the DVR counselor's communication skills; 6. placement services were inadequate; 7. male clients received better services than female clients. The conclusions of the CAP survey pointed out that serious deficiences were present both with the services rendered by DVR and the MCS/HIP in the pre-and vocational guidance, counseling, and preparation of the hearing impaired students.

In order to improve the situation DVR made the following revisions in their services to the hearing impaired students and ex-students in the Memphis area.

The promised improvements were:

1. The DVR counselor serving the deaf will speak to the high school seniors and their parents regarding the DVR process and agency regulations at some time during each school year.
2. ...DVR will provide the MCS/HIP with follow-up information on hearing impaired students after graduation and the MCS/HIP will provide the DVR information relevant to the services and placement of the students.
3. DVR and MCS/HIP will work together to arrange GATB testing for the hearing impaired seniors in order to make the gained information more relevant.
4. A copy of the final Assessment Team record will be made available to the DVR counselor to assist in the counselor's services to the hearing impaired student.
5. Students who are making little or no academic progress on or after the age of 17 years will be terminated from the MCS/HIP, if the Assessment Team so rules, and served by DVR in an appropriate job training or evaluation site.
6. The career counselor serving the MCS/HIP will serve as a liaison between the DVR counselor and MCS/HIP.

In addition to the above listed improvements the CAP staff made a number of general recommendations, these recommendations included: 1. ...the development of an orientation program on the services to be expected by the hearing impaired students from DVR; 2. ...the arranging for interpreters to accompany the hearing impaired client on psychological testing, job interviews, training, etc.; 3. ...providing compensatory time for office personnel of the DVR to attend manual communication classes to facilitate the communication with hearing impaired clients when they come into the office; 4. ...maintaining good working relationship with the interpreting service and the MCS/HIP; 5. ...more positive publicity on the hearing impaired to increase their employability in the community due to increased understanding and acceptance; 6. ...for DVR to concentrate on serving the low verbal hearing impaired; 7. ...that DVR make a special effort to serve the female hearing impaired clients in light of the past record of lack of service.

In examining the results and recommendations of the CAP survey the MCS/HIP secondary level, prevocational staff and program supervisor felt that there were still several unanswered questions regarding the identified population a second survey was initiated by the MCS/HIP staff. The purpose of the survey was to identify the characteristics, strengths, weaknesses, and needs from an educational, as opposed to a DVR client viewpoint, and to use the gained information, combined with the CAP survey in the development of a prevocational curriculum which would reflect the total needs of

the hearing impaired students in the Memphis area.

II. Methodology

The first step in the process was to identify an appropriate survey tool which would yield the necessary information and provide a basis for comparison with other hearing impaired individuals in the United States.. To this end, survey Form "B" as used in the National Census of the Deaf, conducted by the National Association of the Deaf, and published in 1974, The Deaf Population of the United States was selectively used (a number of the questions on the original survey were deleted in order to reduce the time necessary to give the survey and to address only those specific questions relevant to the population designated by this study). The survey was administered by an interviewer and an interpreter working as a team, meeting with each of the ex-students individually over a period of approximately four (4) months (from 11/76 to 2/77). A total of 26 hearing impaired individuals who had been students in the Memphis City Schools/ Hearing Impaired Program (MCS/HIP) between 6/71 and 6/76 were identified and contacted (Note: the increase from 18, CAP "n", and 26, MCS/HIP "n", is due to a more exhaustive search for past students with records and personnel not available to the CAP survey). A total of 21 or 81% of the attempted surveys were completed (see Table 1). The five ex-students not surveyed were due to: two (2) chose not to participate; two (2) could not be located; and one (1) could not make arrangements to take the survey.

Table 1

Surveys Attempted	
Completed n %	81%
Refused Survey	8%
Unable to Locate	8%
Other	4%

In administering the survey, special effort was made to make sure that the respondents understood the questions and that their answers were correctly taken down. This was necessary due to the low verbal communication level of some of the respondents and the complicated nature of the survey.

Data Analysis

The data gathered by the survey was transferred to computer cards and run on an S.P.S.S. program with Chi Square correlations attempted on the major variables. Due to the small "n" (21), the survey tool, and time limitations for the project completion, only frequency, mean, and standard deviations will be reported were applicable with correlations to follow in a subsequent article on the overall project.

Description of Population

The hearing impaired individuals surveyed had exited the Memphis City Schools/Hearing Impaired Program (MCS/HIP) between 6/71 and 6/76, the mean age of the population was 20.9 years. Males represented 47.6% with a female accounting for 52.4% of those studied. The marital status of the population is represented in Table 2, the information shows that 90.5% of the population is single with only one respondent, or 4.8% of the total "n", surveyed, married. Further investigation on the means of financial support of the respondents revealed that the majority are supported by their own earnings

(38.1%) and the remainder of the population having a variety of financial support means as demonstrated by Table 3. The respondents had a mean age of 6.14 years when they started their schooling with all of them having lost their hearing prior to that time.

Table 2

Population Surveyed by Marital Status

Single	90.5%
Married	4.8%
Divorced	0.0%
Separated	4.8%

Table 3

Population Surveyed by Means of Financial Support

S.S.I.	14.3%
Earnings	38.1%
Family	19.0%
*Multiple	28.6%

*this includes combinations of the SSI, welfare, food stamps, and/or family

Major Categories of Concern

Four primary areas were studied in this survey, i.e., education, employment, communication, and needs. These areas were selected in order to gain the additional information needed to develop a prevocational curriculum and to compliment the CAP survey discussed in the introduction of this chapter.

Education

As stated previously, the mean age of the respondents at the onset of their education was 6.14 yrs. The majority of those surveyed, (81%), began their schooling in a day class situation located in a regular elementary school. The remaining 19% started either in a residential setting (9.5%), or were unable to recall where they first attended school, and all of the respondents finished their education in the MCS/HIP.

The current level of education of the population, as reflected in Table 4, shows that they all completed the 12th grade, yet only one, or 4.8%, went on to college and 52.4% attempted some form of post-secondary vocational training.

Table 4

Educational Level

completed 12th. gr. only	42.9%
completed 12th. gr. + currently attending college	4.8%
completed 12th. gr. and attempted training at a post-secondary school	52.4%

The students who attended a post-secondary school for vocational training entered a variety of courses with mixed success, as the figures in Table 5 show. Training outside the formal school setting was sought by three respondents, one through a correspondence course (not completed at the time of the survey), and two by on-the-job training. At the time of the survey none of the students had fully completed any of the course requirements at the post-secondary vocational school and a number had dropped out of training as shown in Table 5.

Table 5

Respondents Attempting Post-Secondary Vocational Training/Type of Classes/ Number still in class/Number Dropped Out/ Reasons Given for Quitting

	Course	No. Attempted	No. Still In	No. Dropped	Reason for Dropping
A.	Auto Mechanics	2	2	0	
B.	Auto Body	3	1	2	Problem with teacher & program/went to work
C.	Key Punch	2	1	1	went to work
D.	Dry Cleaning	1	1	0	
E.	Commercial Art	1	1	0	
F.	Typing	2	0	2	Scared to ride bus to the school at night - changed to another course

By reviewing the limited information available on the educational characteristics of the surveyed population a few summary statements and implications can be theorized. The survey showed that all of the respondents were hearing impaired at the beginning of their educational process, with the majority starting in the day class setting and all finishing in this type of structure. All of the surveyed population completed the 12th. grade, yet only one went on to college and only 54.5% of those who began post-secondary vocational training did not drop out of the training. The high incidence of the respondents completing the 12th. grade is due to the lack of minimum graduation standards or requirements during the 6/71 to 6/76 period, therefore, all who began the program graduated on or around the year of their 18th birthday. This lack of minimum graduation standards and the relatively late start of their education could account for the extremely small percent going to college and sticking with initiated vocational training, at the post-secondary level. Implications suggested by this data is that if hearing impaired individuals began their education earlier, at age 3 or sooner, progressed through a structured progression of relevant objectives which are developmentally organized and follow the learning process of the hearing child, there should be a significant increase in the number of hearing impaired individuals going to and completing post-secondary vocational training or college.

Employment Status

At the time of the survey 57.1% of the respondents were working in a wide range of jobs from teacher's aid to projectionist and concession manager. Nine of the respondents, or 42.9%, were not working. The given reasons for this unemployment are given in Table 6 as well as the listing of the jobs held by those who were employed.

Table 6

Employment Status

51.1% Employed:	4.8%	Teacher's aid
	4.8%	Truck loader
	4.8%	Seamstress
	4.8%	Maid
	4.8%	Drapery hanger
	4.8%	Stock person
	4.8%	General office work
	4.8%	Commercial painting
	4.8%	Auto parts rebuilder
	4.8%	Stained glass cutter
	4.8%	Car washer
	4.8%	Clothes counter
	4.8%	Projectionist and Concession manager
42.9% Unemployed:	4.8%	Sick
	23.8%	Going to school
	4.8%	Keeping house
	4.8%	Looking for a job
	4.8%	Other

By investigating how the respondents got their jobs it was found that only 15.3% were employed without help, Table 7 shows the breakdown of who helped the remaining 84.6% obtain employment.

Table 7

Employment Obtainment Characteristics

15.3%	were employed without assistance
84.6%	were employed with assistance
7.6%	helped by friends
46.1%	helped by school staff
7.6%	helped by family member
15.3%	helped by DVR
7.6%	helped by other

The help which was most often given was taking the respondent to the job site for the application process (33%), with telling the respondent about the job (22%), calling places of employment to find job openings (22%), and giving the respondent a job (22%) the second most often form of help given.

In the application process itself, a number of requirements were placed upon the respondents, Table 8. Most often the hearing impaired individual was asked to fill out an application and talk with the manager (33.3%), second in frequency was the taking of an employment test and filling out an application form (25%), with simply talking to the manager (16.6%), or talking with the manager + taking a test + filling out an application (16.6%) being third in frequency.

Table 8

Application Requirements for Employment

8.3%	fill out an application form
33.3%	fill out an application form + talk with the manager
25.0%	fill out an application form + take an employment test
16.6%	fill out an application form + take an employment test + talk with the manager
16.6%	talk with the manager only

Further information relevant to the employment status of the respondents is that: 100% of the employers are hearing; only 15.3% of respondents employed are in any type of supervisory position; 35.7% work at a location where other hearing impaired individuals are employed; only one respondent (4.8%) is a member of a trade union; and only one of the surveyed population had changed from their original job out of high school, see Table 9.

Table 9

General Employment Characteristics of the Respondents

100%	of the employers are hearing
15.3%	of the respondents are in a supervisory situation
35.7%	of the respondents work with other hearing impaired workers
4.8%	of the respondents belong to a union
4.8%	had changed from first job

The respondent's employment characteristics, as revealed by the MCS/HIP survey, point out a number of primary findings: First, only 19.2% of the respondents are not employed or in training and 50% of that group (unemployed or not in training) is either looking for work or temporarily unemployable due to illness. Therefore, only 9.6% of the total "n" are not working towards employment and 50% of that group are full time housemakers. Second, the respondents do not show, by their job classifications (Table 6), any job stereotyping, but rather a good diversification in the labor market. Third, the respondents demonstrated a tremendous reliance upon others for getting their first job after high school and a lack of utilization of the newspaper and public and private employment services. Fourth, the application process to which the respondents were exposed, placed heavy reliance upon language (application forms and test) and communication (talking with the employer or manager), the two weakest areas for the hearing impaired individual. Fifth, the respondents did not take advantage of the union structure, for undetermined reasons and, therefore, the question of job security, promotions, dispute settlement, etc., are purely between the hearing employer and the hearing impaired worker. Sixth, very little job mobility is demonstrated by the studies population.

This information suggests a population that is for the most part, gainfully employed or working towards employment through training, yet is extremely dependent upon others for job contacts. The demonstrated dependence upon others for job contacts can possibly be due to their lack of adequate communication skills and/or a lack of prevocational sophistication in the selection of careers and ways by which to get a job. The stability which the respondents show by staying with their first job demonstrates their adequate social and vocational skills yet the question of underemployment was not

addressed, therefore, job satisfaction cannot be judged. A hypothesis is that with a more in-depth prevocational program and career guidance a greater level of independence in identifying jobs, staying with training and a higher level of employment would be seen.

Communication Characteristics

The communication characteristics of the respondents is of particular importance for this is the most obvious barrier which the hearing impaired face in their interaction with the hearing. How effective they are able to communicate their thoughts, feelings, needs, etc., is a primary variable on how well they will be accepted by the hearing population and, therefore, their degree of success in this interaction.

Of the respondents who were working several questions were asked: "How does your boss communicate with you?", "How do you communicate with your boss?", "How do you communicate to and are communicated with by your co-workers?" The entire "n" were asked to rate their own communication skills and then the same skills on the same "n" were rated by the survey team. Tables 10, 11, and 12 for the statistical breakdown of the information.

Table 10

Communication Modes Used at Employment Site by Employer and Co-Workers to Interact with the Hearing Impaired Worker.

Employer	Co-Worker
7.6% speak + sign	0.0% speak + sign
23.0% speak + write	7.6% speak + write
53.8% speak	69.2% speak
7.6% write	0.0% write
7.6% sign + gesture + fingerspell + write	7.6% sign + gesture + fingerspell + write
0.0% speak + sign + write + fingerspell	7.6% speak + sign + write + fingerspell
0.0% speak + fingerspell + write	7.6% speak + fingerspell + write

Table 11

Communication Modes Used at Employment Site by Hearing Impaired Worker to Interact with the Employer and Co-Workers

Employer	Co-Worker
7.6% ask someone to tell him + write	0.0% ask someone to tell him + write
7.6% speak + sign	0.0% speak + sign
15.3% speak + write	7.6% speak + write
61.5% speak	69.2% speak
7.6% sign + fingerspell	0.0% sign + fingerspell
0.0% speak + sign + fingerspell + write	7.6% speak + sign + fingerspell + write
0.0% speak + gesture	7.6% speak + gesture
0.0% sign + fingerspell + write	7.6% sign + fingerspell + write

Table 12

Respondents Own Rating of Their Communication Abilities & Interviewers Ratings of the Communication Abilities of the Respondents

	GOOD		FAIR		POOR		NOT AT ALL	
	R*	I*	R	I	R	I	R	I
speaking ability	47.6%	42.9%	19.0%	23.8%	19.0%	9.5%	14.3%	23.8%
speech-reading ability	47.6%	47.6%	33.3%	33.3%	9.5%	9.5%	9.5%	9.5%
signing ability	47.6%	47.3%	19.0%	36.8%	28.6%	15.7%	4.8%	0.0%
reading signs ability	81.0%	47.3%	14.3%	36.8%	4.8%	15.7%	0.0%	0.0%
finger-spelling ability	61.9%	31.5%	33.3%	57.8%	4.8%	10.5%	0.0%	0.0%
reading finger-spelling ability	61.9%	36.7%	28.6%	47.3%	4.8%	15.7%	4.8%	0.0%

*R = Respondent *I = Interviewer

The information shown on Table 10 (how employers and co-workers communicated with the hearing impaired respondents who were employed at the time of the survey) clearly shows that the primary mode of communication to the respondents is speech. In fact, for but 7.6% of the employers and hearing co-workers speech is either used exclusively or combined with some form of non-verbal communication mode. The data in Table 11 (how the employed hearing impaired respondents communicate with their employers and co-workers) shows the same primary dependence or utilization of speech for expressive communication as Table 10 shows for their receptive communication. For receptive communication, (Table 10), writing, then fingerspelling and signing, and finally gesturing were reported in use, with writing being the most frequently used form after speech. For expressive communication, (Table 11), an equal use of writing, signing, and fingerspelling is demonstrated as second in use after speech, with the use of gestures the least frequently used form of communication.

In Table 12 the respondents communication skills are rated by themselves and by the interviewers. For the areas of speech, speechreading, and signing ability the two appraisals are very similar. Yet, for receptive ability of signing, and expressive and receptive fingerspelling ability there is a significant difference between the two evaluations. The hearing impaired respondents consistently rated their abilities in these areas above the ratings of the interviewers.

One final bit of information of the communication characteristics of the respondents is where they learned their signing ability. Seventy-two percent (72%) learned to sign at school, nineteen percent (19%) from friends, four point eight percent (4.8%) from church, and zero percent (0%) from their families.

In reviewing the information in this section it is found that the primary communication characteristics of the respondents are: 1st. Speech is the most often used mode in expressive and receptive communication at work, with writing being second in frequency; 2nd. The respondents have a realistic understanding of their speech, speechreading, and signing abilities, but an unrealistically high opinion of their receptive signing, and expressive and receptive fingerspelling ability; and 3rd. The vast majority of the respondents learned their signing in the school setting and that none of them learned it in the home.

The possible implications of these findings are that speech and speechreading, applicable to the employment setting, should be a primary ingredient in the prevocational training and experiences of the hearing impaired due to the great reliance upon this mode of communication in the work setting. In addition, receptive and expressive signing and fingerspelling are areas of need in improvement, due to their low skill ranking. One final implication is that the home setting has not been involved in the hearing impaired respondents acquisition of signing ability. This finding needs to be further investigated to see if it is having a positive or negative effect on the respondents. Due to the primary reliance upon speech in the employment situation it is possible that a purely oral/aural environment in the home, balanced by a multi-approach in the school setting could have a positive function.

Need Characteristics of the Respondents

The needs which were identified by the survey dealt primarily with medical, educational, and employment. No attempt was made to determine their social needs due to a lack of an appropriate survey tool, however, this is an area needing further study.

The surveyed medical needs of the respondents dealt with their vision and hearing. Thirty-three percent (33%) of the respondents reported vision problems, yet none of this group stated a need for help regarding their vision. Thirty-three percent (33%) also reported a need for an ear examination. Further questioning of this group revealed that nineteen percent (19%) had current problems, over and above their hearing loss, with their ears or hearing and ten percent (10%) felt that they needed medical treatment for the problem. When questioned on their own hearing aid twenty-eight percent (28%) felt that they needed a new aid. The reasons given for not getting a new hearing aid were: "waiting for parents to take him"; "no one suggested it before"; sister won't take him, afraid to go by himself'; just put it off"; "had not thought of doing anything about it." The respondents were questioned as to where they could get help with their hearing aid; 85% said they knew where to get help; 14% did not know where to go. In order to test their knowledge the respondents who said they knew where to get help for their hearing aids were asked to say where, Table 13 has the results of this question.

Table 13

Respondents Statement as to Where to Get Help Regarding Hearing Aid

31.0% Memphis State University/Speech and Hearing Center
10.3% Division of Vocational Rehabilitation
10.3% John Gaston Hospital
10.3% Hearing Aid Dealer
10.3% Parents
6.8% Methodist Hospital
6.8% Family Doctor

Table 13 (Continued)

6.8% Don't know
3.4% Memphis Registry of Interpreters for the Deaf

On education, the respondents were asked if they needed help to get more education, 19% said yes, 81% said no. The question of educational needs was poorly structured and, therefore, the question still stands.

The area of employment need was more thoroughly investigated. The respondents were asked a number of questions as to job training, career planning and opportunities as well as why the needed help has not been gotten. Table 14 shows the information gained by these questions.

Table 14

Employment Needs of the Respondents

YES	NO	
42.9%	57.1%	Do you need help to get more job training?
42.9%	57.1%	Do you need help to decide what kind of job is best for you?
52.4%	47.6%	Do you need help to know what jobs are available?
25.0%	75.0%	Do you need help to change jobs?
38.1%	61.9%	Do you need help to find a job now?

The individuals who said they needed help were asked if there was a reason why they had not gotten the needed help, 40% said yes and 60% said no. The reasons given for not getting the help needed ranged from: still in school - 28.5%; did not know where to go to get help - 42.8%; not enough money to get to the places to get help - 14.2%; and asked Client Assistance Program for help - 14.2%.

When the respondents were questioned as to whether or not they had heard of the Division of Vocational Rehabilitation, 90.5% said yes; and only 9.5% said no. The individuals who had heard of DVR were asked to name the most important thing DVR does, Table 15 shows the results of this question.

Table 15

Respondents Statements on the Most Important Function of the Division of Vocational Rehabilitation

68.4% helps get jobs
15.7% helps with personal problems
10.5% don't know
5.2% send you to school

The respondents were then asked if they had ever requested DVR for help, 57.1% said yes, 42.9% said no. Table 16 shows the breakdown of the help requested of DVR.

Table 16

Help Requested from DVR

41.6% job placement
16.6% medical (includes purchase of glasses & hearing aid)
25.0% training
16.6% financial assistance at school (post-secondary) or to start a job (clothes, tools, etc.)

Those that had asked DVR for help were further questioned as to whether or not they got the requested help, 72.7% said yes, 27.2% said no. The same frequency was demonstrated when they were asked if they were satisfied with the help gotten from DVR, 72.7% said yes, 27.2% said no. Those individuals who said they were not satisfied were asked why; their responses generally ranged from they did not know why they were not helped to they did not get a job as they had asked for.

Conclusions and Recommendations

Due to the small population available for study, the lack of statistical correlations, and time limitations for project completion, only trends indicated by the data will be discussed at this time. A more in-depth study and analysis of the information will be made at a later date in a proposed article on this project.

The combined CAP and MCS/HIP surveys present the first available information on the designated population after they left the school setting. The indications are that the population as a whole is doing reasonably well in the job market with over 80% either working or in vocational training for a specific job. Of the remaining 20% only 5% cannot be accounted for with the balance (15%) either looking for work, keeping house, or temporarily ill. However, in the areas of independent living, job satisfaction, communication skills and requirements, and need attainment, the respondents show a different picture.

The lack of independent living skills is pointed out by the CAP survey figure that 100% of their respondents were living at home at the time of the survey. Further investigation by the MCS/HIP survey found that only 15% of the respondents got their present job without help, leaving more than 84% of the respondents dependent upon someone else for help in finding work.

The area of job satisfaction was questioned by the CAP survey which found that ten (10) of the respondents working at the time of the survey felt that their jobs were consistent with their skills. Yet in the MCS/HIP survey it was found that 42% of the total "n" needed help to decide what jobs were best for them and 52% needed help to know what jobs were available now. The significance of these findings is that the respondents may be, for the most part, satisfied with their current jobs, however, this satisfaction is questioned by their lack of knowledge as to what they want to do or is available. This lack of vocational sophistication was also seen by the staff conducting the CAP survey as is evident by their summary statement that the hearing impaired individuals questioned did not have any specific vocational goals or objectives.

The communication characteristics of the respondents was briefly hit upon in the CAP survey and is shown by its estimate that of the 18 clients interviewed three (3) were oral and fifteen (15) used fingerspelling and signing, mainly. The question of communication characteristics was more thoroughly investigated by the MCS/HIP survey which questioned the respondents as their abilities and use of communication modes. First, it was found that the majority of the respondents had adequate skills in speaking, speechreading, signing, reading signs, fingerspelling, and reading fingerspelling as determined by their own and the interviewer's evaluations. Second, the respondents reported that for expressive and receptive communication on the job that speech was by far the major form of communication used, with writing, combined with signs and fingerspelling, being a distant second in frequency use.

The need attainment record of the respondents is their weakest area. This statement is bore out by the finding that in the CAP survey 38% needed training, 50% needed job placement, 10% needed medical treatment, and 18% needed guidance and counseling. This need trend is continued in the MCS/HIP survey which found that 19% need more education, 42% need job training, 42% need job counseling, 52% need to know what jobs are available, 25% need help to change jobs, and 38% need help to find employment. The primary place where this population should find help for a problem which they cannot resolve due to their handicap is the Division of Vocational Rehabilitation (DVR), yet the majority of the population (68%) said that the major function of this agency was to get jobs. This one track thinking on the services which DVR provides is contrary to the truth. In fact, DVR is concerned with the entire process of diagnostic (medical & vocational), treatment (medical & vocational), training (on-the-job, trade schools, business, college, other), maintenance and transportation, counseling and guidance, placement, and post employment services. The lack of sophistication in dealing with DVR is shown by the fact that 72% of the respondents who had dealt with DVR (57% of the population had asked DVR for help) were satisfied with the services received yet they still exhibit a large number of unmet needs. One final need indicated by the survey is the large percent of the respondents who dropped out of the post-secondary training (46% of those that started dropped out). This inability to take advantage of the valid vocational training offered could be the most crippling need of the respondents.

The surveys of students who had left the MCS/HIP between 6/71 and 6/76 were done for two different reasons. The CAP survey was carried out to identify the needs and make recommendations of how this group of hearing impaired individuals could be better served by DVR. The MCS/HIP survey was intended to learn what our past graduate's characteristics and needs are in order to better prepare the hearing impaired students still in the program. The recommendations of the CAP survey were stated in the introduction of this chapter, many of the recommendations are being carried out now, still more are being instituted as time and personnel become available to DVR. The recommendations from the MCS/HIP survey will be used to temper a prevocational program for our current hearing impaired students. By this light the MCS/HIP survey recommendations are:

1. Need to develop independent living skills in the students
2. Need to develop student awareness of vocational options and career objectives
3. Need to develop communication skills in light of the dependence of speech and speechreading in the work setting
4. Need to develop adequate vocational evaluation, guidance, and counseling prior to graduation in order to set realistic vocational objectives
5. Need to develop work experience program to prepare students for employment requirements and acquaint them with selected work settings
6. Need to develop student's ability to take full advantage of community services
7. Need to develop students' ability to apply for jobs on their own or with the help of an interpreter
8. Need to develop specific graduation requirements in order to provide the students with a solid base of information to build upon.

Chapter 2

COMMERCIAL PREVOCATIONAL MATERIAL/DESCRIPTION AND EVALUATION

Introduction

This second major aspect of the project was to purchase, describe, and evaluate all the prevocational material, geared to the secondary level, that could be identified through catalogues, existing programs, and professional recommendations. The purpose of this process was to identiy what material was currently available for prevocational education, and to determine any trends in the type, topics, or specific areas of concentration which then would be taken into consideration in the development and implementation of the proposed prevocational course of studies. Through this process 80 different sets of prevocational material were identified. The material was reviewed by three members of the MCS/HIP staff who were carrying out this research project. The reading level of the material was determined, where it was not already stated in the material, by using the formula and procedure developed by Edward Fry (see appendix for description). Evaluation of the material was carried out by the three members of the MCS/HIP staff working on the research project. Each set was evaluated independently as to its relevance, comprehensiveness, ease of implementation and the ability to measure the student's success. The areas were rated on a five (5) point scale, with one denoting unsatisfactory and five denoting excellent. After each set was evaluated by the staff members, the composite evaluation was taken by averaging the scores of the three evaluators. Please note that all evaluations are specifically related to their use with the MCS/HIP secondary level students.

Section 1/Index and Composite Evaluation of Material

The purpose of this section is to introduce the reader to the prevocational material studied by this project. Please note that the material, at this time, is not arranged in any order, they are listed simply as they were studied. The numeral to the left of the title will be used to identify that title throughout this section and the three digit number appearing to the right of the title represents the composite evaluation mentioned in the introduction of this chapter.

Index of Materials

(Composite Evaluation appears after each listing)

1. Janus Job Interview Kit (4.08)
2. Career Awareness Program (4.25)
3. Rights and Duties of Citizens, Book One (3.16)
4. Rights and Duties of Citizens, Book Two (2.73)
5. My Job Interview Guide (3.50)

6. Janus Job Interview Guide (3.88)
7. Getting Ready for Payday - Part Three
   Planning Ahead (2.40)
8. I Want a Job (3.00)
9. Up Your Career (1.91)
10. Career Planning: Search for a Future (1.91)

11. Making Vocational Choices:
    A Theory of Careers (1.75)
12. My Job Application File (3.91)
13. Stories about Workers (3.16)
14. Getting Along Series, Vol. IV, "A"
    Money in the Pocket (2.53)
15. Getting Along Series, Vol. V, "A"
    From Tires to Teeth (2.75)

16. Getting Along Series, Vol. III, "A"
    A Job at Last (2.50)
17. Pete Saves the Day (3.15)
18. The Work Series - How to Find a Job (4.08)
19. The Work Series - Work Rules (4.25)
20. The Work Series - Trade Schools (4.00)

21. The Work Series - Payroll Deductions and
    Company Benefits (4.25)
22. The Work Series - Taxes (4.33)
23. The Work Series - Getting to Work (4.08)
24. The Work Series - How I should act at Work (4.16)
25. The Work Series - Where to get Help (4.25)

26. A Step-By-Step Approach to Learning:
    How to Fill Out Application Forms (4.50)
27. Getting Along Series, Book I, "A"
    After School is Out (2.58)
28. Jobs from A-Z, There Must be One for Me (3.08)
29. The World of Work - Keeping that Job (3.75)
30. The World of Work - You and Your Occupation (3.75)

31. Project Discovery (3.16)
32. The World of Work - Getting that Job (3.25)
33. How to Keep Your Job - 200 transp. (3.83)
34. Start Getting That Job Now - A Vocational Guidance
    Handbook (2.83)
35. Looking Into the Future: An Occupational Worktext (2.83)

36. Service Occupations (3.75)
37. Choosing a Job - Information on Deaf People and Their Jobs (3.75)
38. Janus Job Planner (4.41)
39. Using the Want Ads (4.58)
40. Using Money Series, III - Earning, Spending, and Saving (3.08)

41. How to Get a Job and Keep It (3.83)
42. The Step-Method of Vocational Education for Deaf Students (4.66)
43. The World of Work (3.66)
44. Super Market - Arithmetic Problems in Grocery Buying (1.83)
45. Being an Informed Citizen (2.16)

46. Vocational English, Book 1 (3.58)
47. Vocational English, Book 2 (2.75)
48. Vocational English, Book 3 (2.66)
49. Basic Skills in Following Directions (3.16)
50. Basic Skills on the Job (3.66)

51. Basic Skills in Getting Around (3.50)
52. Basic Skills for Everyone - Lesson Sheets (3.75)
53. The Job Ahead (2.75)
54. Tennessee Consumer Educational Program (2.16)
55. World of Work (4.41)

56. Singer Filmstrips (3.91)
57. Educational Innovator's, Inc. (4.41)
58. Where to Go, Who to See, What to Do (3.16)
59. The Job Box (4.41)
60. Careers (3.25)

61. Learning About Careers (2.00)
62. Succeeding At Work (4.08)
63. D.O.T.1965, Vol. I (3.16)
64. D.O.T.1965, Vol. II (3.16)
65. D.O.T. Supplement (3.16)

66. Occupational Outlook Handbook (3.25)
67. Strong-Campbell Interest Inventory (3.16)
68. Be Informed Series (3.75)
69. Career Awareness Inventory (4.25)
70. Test of Consumer Competencies (3.75)

71. Comp. Career Assessment Scale, Grades 8-12 (3.50)
72. Comp. Career Assessment Scale, Grades 3-7 (3.50)
73. Comp. Career Assessment Scale, Teacher's Version (4.50)
74. Hall Occupational Orientation (3.25)
75. Vocational Preference Inventory (3.25)

76. Classifications of Occupations by Group and Level (3.25)
77. Occupational Educational Fact Finding Series (3.12)
78. Sign Language (4.37)
79. Unemployment is Non-Cents (3.62)
80. Working with Others (4.00)

Section 2/The Rank Ordering of the Studied Prevocational Material as per the Composite Evaluations

This section provides the rank ordering of the studied prevocational material as per the composite evaluation. The material is listed both by its title and numerical designation.

1. #42 The Step-Method of Vocational Education for Deaf Students (4.66)
2. #39 Using the Want Ads (4.58)
3. #78 Comp. Career Assessment Scale, Teacher's Version (4.50)

   #26 A Step-By-Step Approach to Learning: How to Fill Out Application Forms (4.50)
4. #57 Educational Innovator's, Inc. (4.41)
5. #78 Sign Language (4.37)
6. #22 The Work Series - Taxes (4.33)
7. #69 Career Awareness Inventory (4.25)

   #2 Career Awareness Program (4.25)

   #25 The Work Series - Where to get Help (4.25)

   #19 The Work Series - Work Rules (4.25)

   #21 The Work Series - Payroll Deductions and Company Benefits (4.25)
8. #24 The Work Series - How I should act at Work (4.16)
9. #1 Janus Job Interview Kit (4.08)

   #62 Succeeding at Work (4.08)
10. #20 The Work Series - Trade Schools (4.00)

    #80 Working with Others (4.00)
11. #12 My Job Application File (3.91)

    #56 Singer Filmstrips (3.91)
12. #6 Janus Job Interview Guide (3.88)
13. #41 How to Get a Job and Keep It (3.83)

    #33 How to Keep Your Job - 200 transp. (3.83)

14. #52 Basic Skills for Everyone - Lesson Sheets (3.75)

#68 Be Informed Series (3.75)

#37 Choosing a Job - Information on Deaf People and Their Jobs (3.75)

#36 Service Occupations (3.75)

#70 Test of Consumer Competencies (3.75)

#29 The World of Work - Keeping that Job (3.75)

#30 The World of Work - You and Your Occupation (3.75)

15. #50 Basic Skills on the Job (3.66)

#43 The World of Work (3.66)

16. #79 Unemployment is Non-Cents (3.62)

17. #46 Vocational English, Book I (3.58)

18. #51 Basic Skills in Getting Around (3.50)

#72 Comp. Career Assessment Scale, Grades 3-7 (3.50)

#71 Comp. Career Assessment Scale, Grades 8-12 (3.50)

#5 My Job Interview Guide (3.50)

19. #60 Careers (3.25)

#76 Classifications of Occupations by Group and Level (3.25)

#74 Hall Occupational Orientation (3.25)

#66 Occupational Outlook Handbook (3.25)

#75 Vocational Preference Inventory (3.25)

#32 The World of Work - Getting that Job (3.25)

20. #49 Basic Skills in Following Directions (3.16)

#63 D.O.T. 1965, Vol. 1 (3.16)

#64 D.O.T. 1965, Vol. II (3.16)

#31 Project Discovery (3.16)

#3 Rights and Duties of Citizens, Book One (3.16)

#13 Stories about Workers (3.16)

#67 Strong-Campbell Interest Inventory (3.16)

#58 Where to Go, Who to See, What to Do (3.16)

21. #17 Pete Saves the Day (3.15)

22. #77 Occupational Educational Fact Finding Series (3.12)

23. #28 Jobs from A-Z, There Must be One for Me (3.08)

    #40 Using Money Series, III - Earning, Spending, and Saving (3.08)

24. #8 I Want a Job (3.00)

25. #35 Looking Into the Future: An Occupational Worktext (2.83)

    #34 Start Getting that Job Now - A Vocational Guidance Handbook (2.83)

26. #15 Getting Along Series, Vol. V. "A"
    From Tires to Teeth (2.75)

    #53 The Job Ahead (2.75)

    #47 Vocational English, Book 2 (2.75)

27. #4 Rights and Duties of Citizens, Book Two (2.73)

28. #48 Vocational English, Book 3 (2.66)

29. #27 Getting Along Series, Book I, "A"
    After School is Out (2.58)

30. #14 Getting Along Series, Vol. IV, "A"
    Money in the Pocket (2.53)

31. #16 Getting Along Series, Vol. III, "A"
    A Job at Last (2.50)

32. #7 Getting Ready for Payday - Part Three
    Planning Ahead (2.40)

33. #45 Being an Informed Citizen (2.16)

    #54 Tennessee Consumer Educational Program (2.16)

34. #61 Learning About Careers (2.00)

35. #10 Career Planning: Search for a Future (1.91)

    #9 Up Your Career (1.91)

36. #44 Super Market - Arithmetic Problems in Grocery Buying (1.83)

37. #11 Making Vocational Choices:
    A Theory of Careers (1.75)

Section 3/Breakdown of Studied Prevocational Material Into Areas of Emphasis

This section presents the studied prevocational material in the areas which each primarily deals with, as determined by the MCS/HIP research members. Please note that under each of the eight major areas (i.e., Community Services/Basic Living, Getting a Job, Keeping a Job, Career Awareness, Self Awareness/Evaluation, Community/Civic Responsibilities, Tests and Inventories, and Other) the specific area dealt with (ex. under Community Services, the first specific area is Social Security) is listed, followed by the numerical designation of the studied material which deals with this specific area.

COMMUNITY SERVICES/BASIC LIVING
(Consumer too)

1.	Social Security	#25, 4, 8, 54, 79
2.	Unemployment Comp.	#25, 58
3.	Welfare & Food Stamps	#25, 54, 58
4.	Community Services	#3, 58, 78, 79, 80
5.	Taxes	#4, 68, 79, 80
6.	Spending & Budgeting $	#4, 7, 14, 40, 44
7.	Banking - Savings, Checking	#4, 7, 40, 54, 68
8.	Work permit	#8
9.	How to change a flat tire	#15
10.	Work benefits: vacations unions, insurance, seniority AR	#17, 21, 33, 34, 41, 43, 79, 80
11.	Payroll deductions	#17, 21, 33, 41, 43, 50, 79, 80
12.	Post secondary schools (trade/technical) (Buying)	#20
13.	Seeking housing	#39, 54, 57, 68
14.	Choosing a car & maintenance	#39, 54, 68
15.	Following Directions	#49, 57, 78
16.	Applying for Driver's License	#51, 68
17.	Driving Rules & Map reading - signs	#51, 68, 77
18.	Getting arcund by bus	#51, 57
19.	Using phone book, newspaper want/classified ads	#52, 68, 77
20.	Mail ordering	#52
21.	General Consumer ed.	#54, 57, 68
22.	Credit	#68
23.	Personal Insurance	#68, 57
24.	Renting	#68
25.	Community signs - In-Out, etc.	#57, 78

GETTING A JOB

1.	Social Security	#25, 16, 80
2.	Interviews - What, Why, & How	#1, 5, 6, 8, 16, 34, 41, 55, 57, 68, 80
3.	Applications	#1, 3, 8, 12, 16, 26, 32, 34, 41, 50, 57, 79, 80
4.	Job Attitude & Manner	#3, 6, 16, 34, 55, 57, 62, 79, 80

General & Specific

5.	Finding a Job	#5, 8, 16, 17, 18, 32, 34, 36, 39, 41, 43, 48, 59, 55, 57, 63, 64, 65, 66, 68, 79, 80
6.	Grooming and Appearance	#6, 8, 16, 32, 34, 47, 55, 57, 62, 79, 80
7.	Personal interests, skills	#9, 34, 57, 79, 80

CAREER AWARENESS

1.	Popeye (15 U.S.O.E. clusters)	#2
2.	Stories about jobs	#3, 28, 36, 37, 53

General

3.	Finding a job	#5, 36, 42, 79
4.	Information on different jobs	#9, 30, 36, 63, 64, 65, 66
5.	Stories about workers	#13, 35, 37, 53
6.	Thinking about different jobs	#30, 34, 42, 56, 79

SELF-AWARENESS/EVALUATION

1.	Work attitudes & habits	#24, 3, 8, 30, 36, 38, 42, 47, 55, 62
2.	Appearance & grooming	#1, 8
3.	Interests, values	#9, 10, 30, 38, 56
4.	Self-Inventory on Introspection	#10, 38, 41, 42, 56
5.	Relationships with others	#57, 62
6.	Handling your problems	#58

KEEPING A JOB

1.	Work attitudes & habits	#24, 29, 33, 55, 57, 62, 79
2.	Do's & Don't's	#16, 23, 29, 33, 57, 62, 79
3.	Understanding work rules	#19, 23, 29, 33, 47, 55, 57, 62, 79

TESTS & INVENTORIES

1.	Interests	#38, 67, 71, 72, 73, 74, 75, 76
2.	Values & Attitudes	#38, 74
3.	Personality	#38
4.	Experience	#38, 76
5.	Preparing for vocational tests	#41
6.	Career Awareness	#69, 71, 72, 73
7.	Consumer Competency	#70
8.	Focus on current abilities	#76
9.	Discussing different tests	#79

COMMUNITY/CIVIC RESPONSIBILITIES

1.	Rules and Laws	#3, 57
2.	Government	#3
3.	Taxes	#4, 68
4.	Citizens Responsibilities	#45, 57

OTHER

1.	As Counselor/Teacher Resources	#9, 10, 11, 63, 65, 66
2.	Practical math work	#14, 15, 16, 27
3.	Practical language work	#14, 15, 16, 27, 46, 47, 48, 50, 51, 52, 78
4.	Teaching goal orientation, logical thinking and understanding behavior as it relates to career awareness	#42
5.	Benefits from education	#56
6.	Recreation & Leisure	#57, 58
7.	Dating	#57
8.	Etiquette	#57
9.	Getting along with People	#57, 62

Section 4/Detailed Description and Evaluation of Material Studied

This section presents the detailed description and the composite evaluation given to the material. Please note that where the reading level is stated with the word "approximately" preceeding the grade level, this means that the reading level was determined by the process developed by Edward Fry in "A Readability Formula That Saves Time" (see appendix for description). This process was only used if the reading level of the material was not stated in the material itself.

NAME: #1. JANUS JOB INTERVIEW KIT

PUBLISHERS: Janus Book Publishers
Hayward, Californis

AUTHORS: Wing Jew and Robert Tong, copyright 1976

COST: $23.95

MAJOR OBJECTIVE: The Kit provides basic materials needed to conduct simulated job interviews for 30 different jobs.

DESIGN: It is designed as a teacher/group oriented project.

ABSTRACT: The Janus Job Interview Kit is designed for students who will enter the job market after completing the high school process with a diploma or certificate, and seek jobs as unskilled or low-skilled workers. Particular attention is given to the needs of exceptional students at the senior high school level. The kit provides intensive practice and corrective training in job interviews through the use of role playing, evaluation, and progress records. There are fifteen occupational job clusters illustrated by the 30 interview cards. The kit includes the following materials:

30 Job Interview Cards (The face of each card shows a realistic picture of a person working in the job named. The back of the card gives:

1. the card number
2. job title
3. a description of the tasks and requirements for that job and the qualifications
4. a description of the interview scene (includes salary & working hours)
5. remarks and questions to be asked by the interviewer

1 Job Ticket Book
1 Application for Employment Form (Spirit duplicator master)
1 Interview Rating Form Sheet (Spirit duplicator master)
1 Interview Progress Report Form (Spirit duplicator master)
1 Teacher's Guide

READING LEVEL: 8th grade

EVALUATION: 4.08

NAME: #2. CAREER AWARENESS PROGRAM

PUBLISHER: King Features
235 East 45th Street
New York, New York 10017, Copyright 1973

COST: $42.50

MAJOR OBJECTIVE: To make students aware of the many types of jobs that fall within the fifteen career categories established by the U. S. Department of Health, Welfare and Education.

To make students aware of the various skills, degrees of training, and other aptitudes required to perform the many different jobs and careers described in the booklets.

To make students aware of the complex character of the World of Work and how dependent the economy is for its successful operation on the performance of a great variety of jobs.

To make students aware of the inter-relationship of jobs.

DESIGN: Material progresses from individual student's usage to group involvement.

ABSTRACT: Material includes 15 sets of comic books covering the major career categories encompassing 364 different jobs. Each set has four identical comic books, using the Popeye character to present, in comic style and pictures, relevant factual information on the job category (specific jobs, required skills and training, and inter-dependence of work). Each set has a post test, discussion questions, and suggested activities, the entire program consists of classroom storage rack, wall charts, bingo game, Career Awareness Booklets (comic books) and teacher's guide.

READING LEVEL: Approximately 8th grade

EVALUATION: 4.25

NAME: #3. RIGHTS AND DUTIES OF CITIZENS, BOOK ONE, A WORKBOOK AND SUPPLEMENT FOR FOUNDATIONS OF CITIZENSHIP

PUBLISHER: Frank E. Richards
Phoenix, New York, Copyright 1964

COST: Unknown

MAJOR OBJECTIVE: This workbook is designed to supplement the material in testing the student's understanding of Foundations of Citizenship.

DESIGN: Student workbook. Teacher must use to suit the needs of her students.

ABSTRACT: The "Foundations" book must be used to find the answers to the various exercises in this workbook. The section covered:

1. A Good Citizen
2. Let's Look at Your Family
3. Family Pictures
4. Responsibility
5. The Community
6. Rules and Laws
7. Free of Government
8. Citizens
9. How Well Do You Know Your Community?
10. Jobs for You and How to Get Them
11. Who Will Get Jobs?
12. Applications
13. The Turtle and The Rabbit
14. The Ladder of Success
15. Stories About Jobs
16. Successful Job Holding

The exercise includes definitions, discussions, fill in the blank, etc.

READING LEVEL: 3rd grade

EVALUATION: 3.16

NAME: #4. RIGHTS AND DUTIES OF CITIZENS BOOK TWO
A WORKBOOK AND SUPPLEMENT FOR FOUNDATION
OF CITIZENSHIP, BOOK II

PUBLISHER: Frank E. Richards
Phoenix, New York, Copyright 1965

COST: Unknown

MAJOR OBJECTIVE: This workbook is designed to supplement the material in testing the student's understanding of Foundations of Citizenship, Book II

DESIGN: Student Workbook - Teacher must use to suit the needs of the students

ABSTRACT: The "Foundations" book must be used to find the answers to the various exercises in this workbook. The sections covered:

1. A Review of Taxes
2. Withholding Tax
3. Social Security
4. Spending and Saving Your Income
5. Living on Your Salary
6. Installment Buying
7. Tom's Checking Account
8. Recreation and Leisure Time
9. You As a Citizen

These exercises include definitions, discussions, fill-in-the-blank, etc.

READING LEVEL: Approximately 5th grade

EVALUATION: 2.73

NAME: #5. MY JOB INTERVIEW GUIDE

PUBLISHER: Janus Book Publishers
25825 Mission Boulevard
Hayward, California 94544
Copyright 1975

COST: $3.25

MAJOR OBJECTIVE: To help young job seekers have a more favorable chance of having a successful job interview.

DESIGN: Student booklet to read and learn from. Teacher will probably need to prepare the students.

ABSTRACT: Student reads and studies:

1. What is a Job Interview?
2. Finding a Job.
3. Preparing for the Job Interview.
4. Job Interview Skills.

These topics cover the nature of the interview, methods used to find employment, steps to be followed in interview preparation, and "Do's" and "Dont's". The teacher can add demonstrations and discussions. The second half presents a series of 15 realistic, high-interest job interview situations. The student is to analyze what they have read and observed in the interview and rate the applicant. Through this the student will be able to analyze and improve their own skills. The last interview involves the student in a "face-to-face" interview. The interview situation includes:

1. Cannery Worker
2. Clerk-Typist
3. Paste-up Assistant
4. Paving Construction Worker
5. Restaurant Bus Boy
6. Forestry Worker
7. Potter's Apprentice
8. Hospital Attendant
9. Hotel Bellhop

READING LEVEL: Geared to requirements of special needs students. 2.6 average level estimated through the Spache Readability Formula

EVALUATION: 3.50

NAME: #6. JANUS JOB INTERVIEW GUIDE/Copyright 1977

PUBLISHER: Janus Book Publishers
25825 Mission Boulevard
Hayward, California 94544

COST: $3.25

MAJOR OBJECTIVE: To help young job seekers prepare for the job interview process.

DESIGN: The material is designed to be used as a group activity with a great deal of class discussion and role playing.

ABSTRACT: The first three chapters of the material explains the nature of the personal job interview, the stages to be followed in preparing for a job interview, and the "Do's and Don't's" of the interview itself. The emphasis throughout is on entry-level jobs that are attainable with low levels of educational preparation. There is one job interview for each of the fifteen occupational clusters defined by the U.S. Office of Education.

READING LEVEL: Second through Sixth Grades

EVALUATION: 3.88

NAME: #7. GETTING READY FOR PAY DAY
Part 3: Planning Ahead

PUBLISHER: Frank E. Richards, Phoenix, N.Y./Copyright 1963
Revised 6th Edition, 1966

COST: Unknown

MAJOR OBJECTIVE: To teach the student the importance of budgeting and planning with his income.

DESIGN: Student workbook. Teacher may need to prepare the student in advance for him to understand some of the concepts and terms presented.

ABSTRACT: A workbook of short paragraph stories followed by various exercises to test the student's understanding. The stories cover information about:

1. Pay Day - An Important Day.
   What is Pay Day?
   Planning To Use My Money.

2. A Wise Plan - My Budget.
   My Income.
   Using My New Words.

3. The Easy Way to Plan.
   Planning Once a Week.
   Savings.
   Money To Spend.
   Review.

4. Taking Care of My Needs.
   Food & Shelter.
   Finding the Right Place to Live.
   Planning My Meals.
   Review.

5. Making Out a Budget.
   Main Parts of My Budget.
   A Balanced Budget.
   Managing Money Wisely.

READING LEVEL: Approximately 5th Grade

EVALUATION: 2.40

NAME: #8. I WANT A JOB

PUBLISHER: Frank Richards
Phoenix, New York, New York
Copyright, 1964

COST: Unknown

MAJOR OBJECTIVE: To teach the student the different aspects they must know in order to get and keep a job.

DESIGN: Student Workbook. The teacher will need to cover the concepts and terms.

ABSTRACT: This workbook gives some basic information and practice in activities regarding the various stages a student would need to master in getting and keeping a job. The areas discussed with fill-in-the-blank, discussion questions, and other exercises are:

1. Getting a Job - Things I must be able to do. Getting my Birth Certificate.
2. Getting My Social Security Card - Filling out my card. Review.
3. Finding Out About Jobs - Places I will go. Using the newspaper.
4. Applying for a Job - Getting references, filling out application blanks. Review.
5. Having an Interview - Preparing for an interview. Dressing. Being interviewed. Answering and asking questions.
6. Getting a Work Permit - My employer fills out a form. My Health Certificate. My parents fill out a form. My Work Permit.
7. Keeping My Job - Getting to work on time. Wearing proper work clothes. Getting along on the job. Knowing the rules at work.

READING LEVEL: Approx. 5th Grade

EVALUATION: 3.00

NAME: #9. UP YOUR CAREER

PUBLISHER: Waveland Press, Inc., P. O. Box 400
Prospect Heights, Illinois 60070
Copyright, 1975, 1977

COST: $9.00

MAJOR OBJECTIVE: The material's major objective is to assist the reader in identifying his career needs and goals and teach him how to put together a plan of action to accomplish them.

DESIGN: The material is designed to be self-directed, question/answer, intrinsicly motivating.

ABSTRACT: The material covers the following topics:

1. Introduction: How to Use This Book
2. Getting Information on Jobs and Myself
3. Getting More Information on Me (Who am I?): Developing Life Plans
4. Getting More Information on My Skills: Career Growth Plan
5. Beginning to Make a Decision: Thrusting and Counter-Thrusting
6. Values
7. Making Your Resume: Qualification Summary
8. Conducting Interviews
9. Different Strokes for Different Folks: Marketing A Campaign
10. How to Do Your Own Thing
11. The Government Wants to Join You

This material is recommended for lay teachers, or counselors.

FOLIO OF READINGS

#1 My Convictions
#2 Executive Career Guidance
#3 Guru and Prophet/The Self-Fulfilling Prophecy in Executive Career Guidance
#4 Use of an Autobiography as an Aid in Personal Problem Solving
#5 Executive Careers - Myths and Mechanisms
#6 Career Switching and the Mid-Career Crisis
#7 Overseas Jobs
#8 Employment Agencies: How to Use Them
#9 How to Choose a Counselor
#10 Job Discrimination and How to Fight It
#11 Out-Placing the De-Hired
#12 Career Counseling: Some Theory For the More Involved Person
#13 Executive Mid-Career Job Change
#14 It is Easier to Slay a Dragon Than Kill a Myth
#15 Sample Resumes
#16 Feedback Pages: Send Your Own Anecdote or Information

The material draws heavily upon the Dictionary of Occupational Titles (DOT)

READING LEVEL: College

EVALUATION: 1.91

NAME: #10. CAREER PLANNING SEACH FOR A FUTURE

PUBLISHER: Guidance Center, Faculty of Education - University of Toronto, Toronto, Ontario
M4W 2K8, Copyright, 1973

COST: Book: $3.75
Workbook: $1.50

MAJOR OBJECTIVE: To provide a complete program in vocational guidance suitable for high school, college, or university guidance counseling, or for self-study.

DESIGN: The material consists of a student workbook and teacher's manual. Both are designed primarily as self-study guides for the Senior High-or above-student.

ABSTRACT: The main topics covered by the material are: Getting Set for Planning; Knowing Yourself; Reaching Decisions; and Assessing Your Program. The student workbook follows a check list format whereby the student is constantly assessing himself on the major topics with the end result being a logical and concise career plan. The manual accompanying the workbook follows the same headings, yet in a narrative discussion question format. The manual's purpose is to reinforce and expand the material in the workbook. The material could be useful as a teacher resource.

READING LEVEL: Senior High, College, and University Students

EVALUATION: 1.91

NAME: #11. MAKING VOCATIONAL CHOICES: A THEORY OF CAREERS

PUBLISHER: Prentice-Hall, Inc.
Englewood Cliffs, New Jersey
Copyright, 1973

COST: $5.00

MAJOR OBJECTIVE: This book presents a theory about careers which deals with vocational problems a person may experience in his life: vocational choice, work history, job changes, and occupational achievement.

DESIGN: Written primarily for graduate students and a professional audience for help in vocational counseling.

ABSTRACT: This book covers Holland's theory on vocational behavior while suggesting practicle ideas to aid young, middle-aged, or older people in selecting jobs, seeking new ones, and attaining vocational satisfaction. To a lesser degree, the book deals with personal competence, educational and social behavior.

The theory classes people into six separate personality groups, and also into six different envioronment groups. By merging a personality group with an encioronment group, outcomes are predicted. These outcomes include: vocational choice, stability and achievement, educational choice and achievement, personal competence, social behavior, and susceptibility to influence.

This material could be useful information for a counselor, but not necessarily for the deaf.

READING LEVEL: College or "an intelligent" person.
See Design.

EVALUATION: 1.75

NAME: #12. MY JOB APPLICATION FILE, 2nd. Edition

PUBLISHER: Janus Book Publishers/Allen T. Kahn Publishers
25825 Mission Blvd.
Hayward, California 94544, Copyright, 1975

COST: Unknown

MAJOR OBJECTIVE: To generally orientate students to job applications through specific preparation and practice, and applicable direct experience.

DESIGN: Student workbook the Teacher's guide.

ABSTRACT: The materials in the "File" are flexible enough to use in a rehearsal for job seeking or in general, as a method for building a variety of language skills. The File consists of 12 exercises derived from genuine application forms - with 9 applications included. Supplementary activities are mentioned. Applications are from:

1. American Airlines
2. Consolidated Freightways
3. Del Monte Corporation
4. General Electric Company
5. Kaiser Industries
6. Levi Strauss and Company
7. McDonald's
8. Pacific Telephone and Telegraph Company
9. Standard Oil Company of California

READING LEVEL: 7th Grade

EVALUATION: 3.91

NAME: #13. STORIES ABOUT WORKERS

PUBLISHER: Frank Richards Publishing Company, Inc.
Phoenix, New York, New York 13135
Copyright 1975

COST: Unknown

MAJOR OBJECTIVE: To briefly cover various job roles and to test the student's understanding of these jobs.

DESIGN: Student workbook. Teacher may need to pre-teach.

ABSTRACT: The workbook includes stories about 15 jobs with activities to test the student's comprehension following each story. The activities include testing word knowledge, the basic aspects of the job discussed and thought questions. The jobs covered are:

1. Hotel Housekeeping
2. Apartment Repair
3. Office Worker
4. Ice Factory Worker
5. Bus Girl
6. Cleaning Buses
7. Hat Factory Worker
8. Peanut Vendor
9. Farm Worker
10. Truck Dock Worker
11. Library Helper
12. Theatre Usher
13. Laundromat Worker
14. Newspaper Carrier
15. Toothpaste Factory Worker

READING LEVEL: Approximately 4th grade

EVALUATION: 3.16

NAME: #14. THE GETTING ALONG SERIES OF SKILLS - Workbooks, Volume IV "A" -- Money in the Pocket

PUBLISHER: Frank Richards, Phoenix, New York, Copyright, 1965

COST: Unknown

MAJOR OBJECTIVE: To enlarge the student's vocabulary and concepts while using stories concerning job pay, housework, and personal hygiene habits.

DESIGN: Student workbook. The teacher will need to cover the vocabulary and concepts at the beginning of each lesson.

ABSTRACT: This is basically a workbook designed to teach vocabulary, spelling, and word concepts, through various stories. Different activities and exercises are used to teach and check the student's word knowledge and general understanding of the story ideas: Figuring and Understanding Job Pay, Storing Food In, and Correctly Using the Refrigerator, and Caring for your Skin. Time, math and figuring deductions' concepts are covered. The general format:

1. Spelling words
2. Word Study
3. Reading
4. Discussion
5. Exercises
6. Projects
7. Reading Test
8. Arithmetic

READING LEVEL: Approximately 2nd. Grade

EVALUATION: 2.53

NAME: #15. THE GETTING ALONG SERIES OF SKILLS - WORKBOOKS VOLUME V "A" - FROM TIRES TO TEETH

PUBLISHER: Frank Richards
Phoenix, N. Y.
Copyright 1965

COST: Unknown

MAJOR OBJECTIVE: To enlarge the student's vocabulary and concepts through stories about Having and Fixing a Flat Tire, Washing Dishes, and Taking Care of your Teeth.

DESIGN: Student workbook. The teacher will need to cover the vocabulary and concepts at the beginning of each lesson.

ABSTRACT: This is basically a workbook designed to teach vocabulary, spelling, and word concepts by using various stories. Different activities and exercises are used to teach and check the student's word knowledge and general understanding of the story ideas, and other general knowledge regarding time, measuring temperature, and math concepts.

1. Spelling Words
2. Word Study
3. Reading
4. Discussion
5. Exercises
6. Projects
7. Reading Test
8. Arithmetic

READING LEVEL: Approximately 2nd Grade

EVALUATION: 2.75

NAME: #16. THE GETTING ALONG SERIES OF SKILLS-WORKBOOKS
Volume III "A" - A Job At Last

PUBLISHER: Frank E. Richards, Phoenix, New York/1964

COST: Unknown

MAJOR OBJECTIVE: To increase the student's vocabulary, and concepts through stories about Occupations, Home Chores, and Basic Personal Habits.

DESIGN: Student workbook. The teacher will need to cover the vocabulary and concepts at the beginning of each lesson.

ABSTRACT: This is basically a workbook designed to teach vocabulary, spelling and word concepts regarding Al's gas station job, Nancy's preparing a meal, and a story regarding personal hygiene habits. Various activities and exercises are used to teach and check their word understanding. These activities also include general knowledge about money, time, etc.
The general format:

1. Spelling Words
2. Word Study
3. Reading
4. Discussion
5. Exercises
6. Projects
7. Test
8. Arithmetic

READING LEVEL: Approximately 2nd. Grade

EVALUATION: 2.50

(Newer Edition)

NAME: #17. PETE SAVES THE DAY, Target Series

PUBLISHER: Mafex Associates, Inc., 90 Cherry St., Johnstown, Pa. 15902/ Copyright 1971

COST: $1.85

MAJOR OBJECTIVE: This covers, in a general format, the process a student might take to learn about, obtain, and keep a job. Included are many job aspects, benefits, and attitudes one needs to know about.

DESIGN: This is a student workbook. The student could work individually but probably a teacher would be needed for guidance and teaching terms and concepts before he could do the activities included.

ABSTRACT: This book teaches many aspects of employment through one student and the experiences he has. The topics include:

1. Ways of Learning About Jobs
2. Self-Evaluation
3. Interviews
4. Information Cards
5. Making Change
6. Good Work Habits
7. Getting Along with Others on the Job
8. Why People Lose Jobs
9. Part-time Jobs
10. Full-time Jobs
11. Counselor Services and In-School Work Experience
12. Manners and Social Graces
13. Application Blanks
14. Transportation as Related to Employment
15. Merit and Seniority
16. Unions
17. Wages and Deductions
18. Safety and Responsibility on the Job
19. General Information

READING LEVEL: Approximately 3rd. Grade

EVALUATION: 3.15

NAME: #18. HOW TO FIND A JOB/The Work Series (1 of 8)

PUBLISHER: Hopewell Books, Inc., 730 Jefferson Drive
Pittsburg, Pa. 15229 Copyright 1976

COST: (Part of a Set) @ $17.50 a Set

MAJOR OBJECTIVE: To cover the right and wrong ways to apply for a job--taking it in a step-by-step process.

DESIGN: Individual workbooks for students, or the teacher could make work sheets, or have group discussions.

ABSTRACT: Easy-to-read story form about two boys. One boy takes all the right steps in finding summer, and then later, full time work. The other boy exhibits bad work habits. Review pages at the end of each segment cover: reading Want Ads, going to state employment agencies, personal data cards, vocational rehabilitation, counseling centers, and good work habits.

READING LEVEL: Approximately 2nd. Grade

EVALUATION: 4.08

NAME: #19. WORK RULES/THE WORK SERIES

PUBLISHERS: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright 1976

COST: (Part of a set) @ $17.50 a set

MAJOR OBJECTIVE: To understand that all aspects of our daily living involve rules. To understand what a rule is and especially what work rules are.

DESIGN: Individual workbooks for students, or the teacher could make work sheets, or have group discussion.

ABSTRACT: Rules are broken down into areas and text regarding home, school, community, work (office), equipment and safety clothes, safety on the job, work time rules, work benefit rules. There are exercises at the end of each segment to test the student's understanding. Some examples of and their experiences with work and rules are given.

READING LEVEL: Approximately 2nd. Grade

EVALUATION: 4.25

NAME: #20. TRADE SCHOOLS/THE WORK SERIES

PUBLISHER: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright 1976

COST: (Part of a set) @ $17.50 a set

MAJOR OBJECTIVE: To introduce the student to what a trade school is, and does, and how to apply.

DESIGN: Individual workbooks for students, or the teacher could make worksheets, or have group discussions.

ABSTRACT: The student learns what a trade school offers and some of the occupations are discussed. He learns how to apply to trade schools, and several stories about students are given. Questions to answer are at the end of each segment to test what the student has learned.

READING LEVEL: Approximately 2nd. Grade

EVALUATION: 4.0 .

NAME: #21: PAYROLL DEDUCTIONS AND COMPANY BENEFITS (4 of 8)

PUBLISHER: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright, 1976

COST: (part of a set) $17.50 @ set

MAJOR OBJECTIVE: To understand what the different types of payroll deductions are, and the types of days off with pay.

DESIGN: Individual workbooks for students, or the teacher could make worksheets, or have group discussions.

ABSTRACT: The students are taught about the different payroll deductions through interesting stories. There are reviews and activities to test what he's learned. Also, days off with pay are discussed.

READING LEVEL: approx. 2nd grade

EVALUATION: 4.25

NAME: #22. TAXES/THE WORK SERIES (5 of 8)

PUBLISHER: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright, 1976

COST: (part of a set) $17.50 @ set

MAJOR OBJECTIVE: To understand the different type of government taxes and for what they are used.

DESIGN: Individual workbooks for students, or the teacher could make worksheets, or have group discussions.

ABSTRACT: The student learns about the different taxes he must pay:

1. Federal Income Taxes
2. State Taxes
3. Local Taxes
4. Sales Taxes

He learns what the tax money is used for, and what the W-2 Form is. There is a review to test what the student has learned.

READING LEVEL: approx. 2nd grade

EVALUATION: 4.33

NAME: #23. GETTING TO WORK/THE WORK SERIES (6 of 8)

PUBLISHER: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright, 1976

COST: (part of a set) $17.50 @ set

MAJOR OBJECTIVE: To learn of the importance of getting to work and being on time.

DESIGN: Individual workbooks for students, or the teacher could make worksheets, or have group discussions.

ABSTRACT: The student learns the importance of getting to work on time, being at work, or what to do if he's ill or late. There are stories about students regarding these principles. The different forms of transportation to and from work are discussed. Review and activities are used to test their understanding.

READING LEVEL: approx. 2nd grade

EVALUATION: 4.08

NAME: #24. HOW I SHOULD ACT AT WORK (7 of 8)

PUBLISHER: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright, 1976

COST: (part of a set) $17.50 @ set

MAJOR OBJECTIVE: To learn basic good habits and attitudes beine on a job.

DESIGN: Individual workbooks for students, or the teacher could make worksheets, or have group discussions.

ABSTRACT: Stories and text cover several main points with reviews and activities to test the student's understanding:

1. I should be clean and neat
2. I should be friendly and polite
3. I should help other people
4. I will work with other people
5. I should not complain
6. I should not be silly at work
7. I should not lose my temper at work
8. I should stop rumors
9. I should give some money to help other people
10. I should pay back money that I borrow
11. I should never lie
12. I should never steal
13. If my boss tells me I made a mistake I should not get mad
14. If I do not understand the work rules I should ask my boss
15. I should be careful with company property
16. I should work when the boss is absent
17. I should be proud of my work

READING LEVEL: approx. 1st - 2nd grades

EVALUATION: 4.16

NAME: #25. WHERE TO GET HELP/THE WORK SERIES (8 of 8)

PUBLISHER: Hopewell Books, Inc.
730 Jefferson Drive
Pittsburg, Pa. 15229
Copyright, 1976

COST: (part of a set) $17.50 @ set

MAJOR OBJECTIVE: To learn how to get government service and financial help.

DESIGN: Individual workbooks for students, or the teacher could make worksheets, or have group discussions.

ABSTRACT: The student learns how to get help, apply for, and understand about:

1. Social Security and disability benefits
2. Medicare
3. Unemployment Compensation
4. Welfare
5. Food Stamps

Reviews and activities are at the end of each segment.

READING LEVEL: approx. 2nd grade

EVALUATION: 4.25

NAME: #26. A STEP-BY-STEP APPROACH TO LEARNING HOW TO FILL OUT APPLICATION FORMS

PUBLISHER: Frank E. Richards Publishing Company, Inc.
Phoenix, New York, New York 13135
Copyright, 1972

COST: Unknown

MAJOR OBJECTIVE: To help students understand several important application words and to respond accurately to specific directions.

DESIGN: Individual work, teacher taught to group or individuals.

ABSTRACT: Using a variety of Job applications and vocabulary, and learning to follow directions are taught. Test-Teach-Test concept is used. All the aspects of the application form are covered from name, address, height and weight to hair and eye color, references, parents' names, illnesses, etc.

Teacher checklist and role playing questions are included.

READING LEVEL: Unable to determine due to structure of materials.

EVALUATION: 4.50

NAME: #27. THE GETTING ALONG SERIES OF SKILLS-WORKBOOK
VOLUME I-"A" - AFTER SCHOOL IS OUT

PUBLISHER: Frank E. Richards Publishing Co., Inc.
Phoenix, New York, New York
Copyright, 1963

COST: Unknown

MAJOR OBJECTIVE: To enlarge the student's vocabulary and concepts through stories about looking for a job, a home chore, and basic personal habits.

DESIGN: Student Workbook. The teacher will need to cover the vocabulary and concepts at the beginning of each lesson.

ABSTRACT: This is basically a workbook designed to teach vocabulary, spelling and word concepts, regarding job seeking, housework, and consideration of others by being clean. Various activities and exercises are used to teach and check their word and general understanding of these stories - including the math, time and other concepts relating to them. The general format is:

1. Spelling words
2. Word Study
3. Reading
4. Discussion
5. Exercises
6. Projects
7. Reading Test
8. Arithmetic

READING LEVEL: approx. 2nd grade

EVALUATION: 2.58

NAME: #28: JOBS FROM "A" TO "Z"
THERE MUST BE ONE FOR ME

PUBLISHER: Frank E. Richards Publishing Co., Inc.
Phoenix, New York, New York 13135
Copyright, 1969

COST: Unknown

MAJOR OBJECTIVE: To quiz the student about some very basic information regarding certain jobs and aspects of those jobs.

DESIGN: Student Workbook. Teacher would probably need to cover the concepts and vocabulary first. Could pre-test - teach - post-test with it.

ABSTRACT: This booklet causes the student to think about different jobs as he reads about the various activities relating to these jobs. The jobs covered are too many to list especially since only a word or two are mentioned about some of them. Here is a sample listing:

1. Pilot
2. Baker
3. Car Washer
4. Truck Driver
5. Hospital Aide
6. Locksmith
7. Ocean Liner Showing Steward
8. Veterinarian
9. Zoo Keeper
10. Window Washer
11. X-Ray Man
12. Policeman
13. Janitor
14. Soldier

READING LEVEL: approx. 3rd grade

EVALUATION: 3.08

NAME: #29. ACCENT/THE WORLD OF WORK -- KEEPING THAT JOB

PUBLISHERS: Educational Opportunities Division
Follett Educational Corporation
Chicago, Illinois
Copyright, 1967

COST: Unknown

MAJOR OBJECTIVE: To help the student learn about himself, the work world, how to get a good start on the job, and how to keep it.

DESIGN: Teacher will teach the vocabulary and concepts first, then the student will work in his booklet. Many of the exercises will be done with the teacher, or with a classmate.

ABSTRACT: The booklet is divided into lessons which may take 2-5 days to complete. Each lesson is divided into parts:

1. Talking Together (learning what the lesson is about)
2. Words To Know (learning new or hard words, teacher will help)
3. Words Used In Sentences (using them in sentences and making up sentences with the new words)
4. Read To Find Out (looking for certain things, knowing and remembering will help in understanding what is read)
5. Reading (actually reading the assignment)
6. Exercises (helping you to understand better what was learned in the lesson)

The Lessons Cover:

1. Starting That New Job Right -- How a new person feels, what to expect the first few days, employee work expectations, do's and don't's to be a good employee.
2. Keeping That Job or Losing It -- Employer - employee expectations: learning skills well, personal appearance and employee personality affect job.
3. Staying With That Job -- Why stay on the same job; Temptations to leave, Benefits, References, "Job Hopper".

READING LEVEL: approx. 3rd grade

EVALUATION: 3.75

NAME: #30. ACCENT/THE WORLD OF WORK -- YOU AND YOUR OCCUPATION

PUBLISHER: Educational Opportunities Division
Follett Education Corporation
Chicago, Illinois Copyright 1966

COST: Unknown

MAJOR OBJECTIVES: To help the student learn about different jobs so he can better choose the job for which he's best suited.

DESIGN: Teacher will teach the vocabulary and concepts first then the student will work in his booklet. Many of the exercises will be done with the teacher, or with a classmate.

ABSTRACT: The booklet is divided into lessons which may take 2-5 days to complete. Each lesson is divided into parts:

1. Talking Together (learning what the lesson is about)
2. Words To Know (learning new or hard words, teacher will help)
3. Words Used In Sentences (using them in sentences and making up sentences with the new words)
4. Read To Find Out (looking for certain things, knowing and remembering will help in understanding what is read)
5. Reading (actually reading the assignment)
6. Exercises (helping you to understand better what was learned in the lesson)

The lessons cover:

1. What Kinds of Jobs Can You Choose? (unskilled to professional)
2. What Can You Offer the World of Work? (awareness of self)
3. What Does The World of Work Offer You? (what specifically do jobs give the employee)

READING LEVEL: Approximately 5th Grade

EVALUATION: 3.75

NAME: #31. PROJECT DISCOVERY

PUBLISHER: Iowa State Department of Public Instruction and
The Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566

COST: Complete System $1,785

MAJOR OBJECTIVE: Allowing students to explore a wide range of different kinds of work with "hands on" experience.

DESIGN: Group orientation, but individual involvement is also developed. (depending on career area) Basically for students in grades 6-10 but special editions for hearing impaired are being developed.

ABSTRACT: 80 packages projected, 28 currently available. Ten Special Edition "handicapped" versions will be available by September, 1977. The packages fall into the U.S.O.E. Occupational Clusters Plan. A guidance component is included.

A typical package consists of a container (box, carton, etc.) software (activities) and occupational tools and equipment. Students perform certain work tasks by reading a cartoon-styled booklet. The number of activities per package vary from 3-17.

The Special Edition includes packages in:
1. Accounting and Bookkeeping
2. Advertising and Editorial Design
3. Auto Body Repair
4. Filing
5. Exploring Greenhouse Work
6. Hair Care and Styling
7. Exploring Masonry Construction
8. Plumbing
9. Skin and Nail Care
10. Wall Covering--Interior and Exterior

Teacher's Guide included with each packet.

READING LEVEL: 2nd and 3rd grade for Special Editions.

EVALUATION: 3.16

NAME: #32. ACCENT/THE WORLD OF WORK -- GETTING THAT JOB

PUBLISHERS: Educational Opportunities Division
Follett Education Corporation
Chicago, Illinois Copyright 1966

COST: Unknown

MAJOR OBJECTIVES: To help the student learn more about himself, the world of work, and how to get the job he wants.

DESIGN: Teacher will teach the vocabulary and concepts first, and then the student will work in his booklet. Many of the exercises will be done with the teacher, or with a classmate.

ABSTRACT: The booklet is divided into lessons which may take 2-5 days to complete. Each lesson is divided into six parts:

1. Talking Together (learning what the lesson is about)
2. Words To Know (learning new or hard words, teacher will help)
3. Words Used In Sentences (using them in sentences and composing sentences with the new words)
4. Read To Find Out (looking for certain things, knowing and remembering will help in understanding what is read)
5. Reading (actually reading the assignment)
6. Exercises (helping you to understand better what was learned in the lesson)

The lessons cover:

1. Job Hunting - How and where to look for a job, employment agencies-what they are and what they do.
2. Getting Ready For An Interview - How to look, who to take, references, and filling out information about yourself.
3. Landing That Job - How to act during the interview, answering personal questions, job knowledge.

READING LEVEL: Approximately 3rd Grade

EVALUATION: 3.25

NAME: #33. HOW TO KEEP YOUR JOB -- 200 TRANSPARENCIES

PUBLISHER: Northeast Regional Media Center for the Deaf

COST: Unknown

MAJOR OBJECTIVE: To develop an awareness of the skills and knowledge needed by hearing-impaired people in the world of work.

DESIGN: Teacher explains the concepts to the class, promotes group involvement

ABSTRACT: 200 career education transparencies broken into lessons dealing with topics young deaf people should know in order to adapt to the hearing world of work. Teacher's guide is indispensable--it suggests ways in which to present the lesson, vocabulary, and activities. Role playing is possible. Topics covered include:

1. Introductory -- discussing employment in general
2. Profit and Loss
3. Fringe Benefits
4. Tangible Rewards -- Bonus, Advancement, Salary Increase
5. Recreation
6. Unions
7. Sick Leave
8. Pay Check
9. Hours
10. Straight Time, Overtime, Piece Work
11. Coffee Break
12. Safety and Proper Dress
13. On the Job Information
14. Intangible Rewards
15. Tact
16. Practical Jokes
17. Speaking Through Proper Channels
18. Confidences
19. Company Secrets
20. Respect for Company Property
21. Give and Receive
22. Acceptance of Criticism
23. Being Laid Off
24. Personal Financing
25. Worthy Causes
26. Communications
27. Help Keep Your Company Running

READING LEVEL: Maximum 11th grade, but suitable for any level due to nature of materials.

EVALUATION: 3.83

NAME: #34. START GETTING THAT JOB NOW: A VOCATIONAL GUIDANCE HANDBOOK

PUBLISHER: Memphis City Schools, Memphis Community Learning Laboratory (*Most of the information used in this booklet was taken from materials in the You and Your Job Series) 1968 Copyright

COST: Unknown

MAJOR OBJECTIVE: To make students aware of the need to learn about themselves, about available jobs and skills for jobs - the right approach

DESIGN: Group or individual work with the teacher as a guide/ facilitator in helping them understand the concepts and exercises.

ABSTRACT: Covers:

1. Ask yourself (about yourself)
2. Some Information on Job Fields & their Future
3. Learning Job Skills (places to go)
4. Possible jobs (no H.S. diploma, experience, etc.)
5. Get organized what to have when you apply)
6. How you should look
7. Getting there (transportation, promptness)
8. Work and phrases to know (applications)
9. What to do about a bad record
10. Sample application
11. Interview
12. Some problems don't show on the surface (discrimination)
13. If you are turned down (look at yourself)
14. Getting along with the boss
15. Make sure the boss can count on you
16. Be neat
17. Unions and you
18. You and your money
19. You and yourself (job behavior)
20. Words to know
21. Things to remember

READING LEVEL: Approximately 5th. Grade

EVALUATION: 2.83

NAME: #35. LOOKING INTO THE FUTURE: AN OCCUPATIONAL WORKTEXT

PUBLISHER: Frank E. Richards Publishing Co., Inc.
Phoenix, New York - 13135 / 1974

COST: Unknown

MAJOR OBJECTIVE: To introduce students to many possible options of work and to ask them to demonstrate certain skills that need to be mastered in order for them to become the self-sufficient community member society expects

DESIGN: Individual student workbooks (or sheets). Teacher must discuss concepts, vocabulary, etc., at the beginning of each lesson.

ABSTRACT: Discusses briefly various jobs and some skills needed for those jobs, Jobs:

1. office worker
2. library assistant
3. How to buy food--best prices
4. messenger
5. Serving for profit
6. Aide and attendant
7. Selling birdhouses
8. Selling at a pet store
9. Baby sitter
10. Making dolls
11. Salesgirl
12. Using a paint brush
13. Supermarket help
14. A hobby that paid off (homemade lures)
15. Working in a Ice Cream Parlor
16. Another home business (wood work)
17. A waitress
18. At the Laundromat
19. Working Outdoors

READING LEVEL: Approximately 4th Grade

EVALUATION: 2.83

NAME: #36. SERVICE OCCUPATIONS

PUBLISHER: Frank E. Richards Publishing Co., Inc.
Phoenix, New York, New York 13135
Copyright, 1974

COST: Unknown

MAJOR OBJECTIVE: To find out about Service jobs: pay, benefits, how to apply, where to look, where to go, who to talk with, etc.

DESIGN: Individual student workbooks (or sheets). Teacher must discuss concepts and vocabulary, etc., at the beginning of each lesson.

ABSTRACT: Workbook includes:

1. How to fill out (different) application forms
2. How to read and understand the classified ads, and how to write a letter answering an ad
3. Introduction into Service careers
4. Section on jobs in Hospitals:
   a. describes the jobs
   b. how to learn about these jobs
   c. how to apply
   d. how to talk with a person who works there
   e. what questions to ask
   f. could you be a good worker, quiz
   g. how much have you learned about these jobs
   h. things to talk or write about
5. Section on jobs in restaurant
   a. -- h.
6. Section on jobs in transportation
   a. -- h.
7. Jobs in stores
   a. -- h.
8. Jobs in Home aid
   a. -- h.
9. Jobs in taking care of buildings
   a. -- h.
10. Jobs in service businesses
    I. Service Station Jobs
    II. Dry cleaning and laundries
    a. -- h.

READING LEVEL: approx. 6th grade

EVALUATION: 3.75

NAME: #37. CHOOSING A JOB:
INFORMATION ABOUT DEAF PEOPLE AND THEIR JOBS

PUBLISHER: Southern Regional Media Center for the Deaf
UT at Knoxville
Copyright, 1974

COST: Unknown

MAJOR OBJECTIVE: To introduce young deaf students to new and unique jobs for the deaf.

DESIGN: A booklet for the individual student to read and use. Could be used by a teacher for class discussion.

ABSTRACT: 69 vocations stating actual deaf people's job experiences, training, and comments in paragraph form: (here are a few)

1. Mail-File Clerk
2. Mason
3. Meter Reader (Gas)
4. Microfilm Lab Aide
5. Minister to the Deaf
6. MTSC Operator (Magnetic Tape Selector Composer)
7. Platemaker
8. Porcelain Painter
9. Portrait Artist
10. Printing Instructor
11. Proof Operator
12. Saleslady - Avon
13. Screen Printer
14. Sewing Machine Operator
15. Shipping and Receiving Clerk and Artist
16. Shoemaker
17. Spectroscopist (Infra-red)
18. Teacher (P.E.)
19. Teacher's Aide
20. Vocational Rehabilitation Counselor
21. Waitress
22. Watchmaker
23. Watch Repairman & Jewelry Engraver
24. Work Management Analysis Technician
25. X-Ray Technologist (Med. Lab. Tech)
26. Hair Cutter & Stylist
27. Keypunch Operator
28. Director, Deaf Education Program
29. Dental Technician
30. Bookkeeper
31. Auto Technician

Includes an appendix of career programs and schools for deaf students.

READING LEVEL: Average reading level of deaf-taken into account

EVALUATION: 3.75

NAME: #38. JANUS JOB PLANNER

PUBLISHER: Janus Book Publisher
25825 Mission Boulevard
Hayward, California 94544
Copyright, 1976

COST: $2.85

MAJOR OBJECTIVE: To help students-think about what they want from a job: learn about the kinds of work that may be open when they leave high school; choose some jobs that may be right for them; and set goals and plans for the future.

DESIGN: The material is designed to be highly teacher-directed and individualized.

ABSTRACT: The material includes nine major headings.
Interest: encourages students to examine their work interests.
Experience: helps them to recognize the value of their past past experience in getting a job later on.
Work Conditions: identifies and examines their preference regarding work conditions.
Values: helps students to rank the following values in importance to them: money, family, power, adventure, caring, creativity, and beauty.
Pay and Expenses: deals with earnings and expenses in realistic terms.
Choosing: students are asked to list a few jobs that they may like and evaluate them by interest, experience, working conditions, values, pay and ability.
You and Your Attitude: student examines his own attitudes and how it influences his job performance.
Goals and Plans: the student sets goals and examines them realisticly.
Janus Job Guide: a brief introduction to the types of jobs that might be most readily available to youngsters with limited formal education.

This material would be a useful aid for a counselor.

READING LEVEL: For secondary school students; approx. 5th grade level

EVALUATION: 4.41

NAME: #39. USING THE WANT ADS

PUBLISHER: Janus Book Publishers
25825 Mission Boulevard
Hayward, California 94544
Copyright, 1977

COST: $2.45

MAJOR OBJECTIVE: To teach individuals how to use the want ads.

DESIGN: Material is designed to be used as individual seat work with group discussions. Work progresses from ideas presented in the back to exercises and games.

ABSTRACT: Material is composed of a student work book and teachers' manual, Major headings covered are: (List What Are Want Ads: Finding Want Ads; Letting the Alphabet Help: Looking for a Job; Looking For an Apartment; Looking for Wheels: Writing Want Ads; Using Your Local Newspaper.) The material exposes the student to all common forms of want ads, vocabulary used, and how to effectively use an ad. The material would also be useful to resource students.

READING LEVEL: approx. 7th grade

EVALUATION: 4.58

NAME: #40. USING MONEY SERIES, BOOK III, EARNING, SPENDING, AND SAVING/1973 Edition

PUBLISHER: Frank E. Richards Publishing Co., Inc.
Phoenix, New York 13135
Copyright, 1973

COST: Unknown

MAJOR OBJECTIVE: To help the student know how to count money, use it wisely, and get the most out of his money.

DESIGN: Individual student workbooks (worksheets). Teacher must explain and teach the concepts at the beginning of each lesson.

ABSTRACT: This workbook covers:

1. Earning money - figuring working hours, gross pay, deductions, and net pay.
2. Planning your spending - your budget, food, rent, recreation, transportation, etc.
3. Installment buying
4. Sales tax
5. Bank services - checking account, savings accounts, loans, Christmas Clubs, etc.

This workbook would be beneficial in the instruction of vocational math.

READING LEVEL: approx. 7th grade

EVALUATION: 3.08

NAME: #41. HOW TO GET A JOB AND KEEP IT

PUBLISHER: Steck-Vaughn Company
Austin, Texas/1969 (c)

COST: Unknown

MAJOR OBJECTIVE: The six units of the worktext gives sound advice on preparing for and locating job opportunities, taking advantage of them, and developing personal traits and work habits necessary to maintain and advance in a job.

DESIGN: Individual student workbooks (worksheets). Teacher needs to teach concepts, vocabulary, etc., at the beginning of each lesson.

ABSTRACT: The workbook covers six areas:

1. Planning to Get a Job - Self-inventory, getting a Social Security Card, collecting personal information, finding job information, reading help-wanted ads, knowing the job market, using telephone and yellow pages, and checklist.
2. Writing an application letter - addressing an envelope.
3. Completing the application form.
4. Making the job interview.
5. Taking Vocational Tests - preparation.
6. After you get the job - your first day, figuring wages, keeping your job, preparing for promotion, planning job future.

Words which the student needs to know are taught.

READING LEVEL: Approximately 3rd. Grade

EVALUATION: 3.83

NAME: #42. THE STEP-METHOD OF VOCATIONAL EDUCATION FOR DEAF STUDENTS

PUBLISHERS: The Learning Process Center
5252 Balboa Avenue, Suite 803
San Diego, California 92117 Copyright 1976

COST: Student Workbook - $6.40, Teachers Manual - $12.85, set of nine transparencies - $8.00, In-Service Program available at cost.

MAJOR OBJECTIVE: To teach the student cognitive skills, specifically:

a. how to set goals
b. how to analyze goals
c. how to solve academic and career problems
d. how to apply methods of logical thinking to solving personal-social and consumer related problems.

DESIGN: The material is composed of student workbook, teacher's manual, and set of nine transparencies. It is designed to be implemented in an ordinary classroom. All instructional materials are contained in the Teacher's Manual, Student Workbook, and a set of Transparencies. The lessons are written to take approximately one hour each. It is suggested that the program be taught at least two periods per week, preferably three. The basic lessons in the text can be completed in one semester. However, it is suggested that the course continue for a full year and include all chapters. The teacher will note that the latter chapters cover, applying the STEP-METHOD to academic subjects, the development of personal-social skills, and the development of consumer competency skills.

The Student Workbook describes the program's goals and presents demonstration and practice examples in which the students work out procedures for attaining career-orientated objectives. The Workbook contains, when finished, very valuable career information individualized to the interests of each student. The students keep their own Workbook, as it will provide a valuable reference source for guiding many of their future career decisions.

ABSTRACT: The STEP-METHOD program is unique in providing educators with a systematic curriculum for teaching explicitly those thinking skills and processes fo necessary to succeed in the world of work.

Some of the skills the student learns are:

1. how to set goals, particularly career goals.

2. how to analyze goals into step-by-step behaviors which must be followed for the goals to be attained.
3. how to solve career problems.
4. how to determine one's own career interests and qualifications.
5. how to achieve career upgrading, and to develop positive attitudes towards work.
6. how to apply THE STEP-METHOD of logical thinking to other academic subjects, and to the solving of personal-social, and consumer related problems.

The term "STEP-METHOD" well describes this approach. The students are taught the thinking skills of analyzing goals and problems into a series of steps, or behaviors, which when followed, will attain the goal or solve the problem. They are shown how to think each step through until all steps lead logically one to another.

READING LEVEL: 3rd. Grade

EVALUATION: 4.66

NAME: #43. THE WORLD OF WORK

PUBLISHER: New Readers Press
Publishing Division of Laubach Literacy, Inc.
Box 131
Syracuse, New York 13210/1975 (c)

COST: $1.25

MAJOR OBJECTIVE: To have the student learn about the world of work to better make a decision as to what they want to do.

DESIGN: Teacher develops concepts and vocabulary. For group work or individual assignment.

ABSTRACT: The text discusses such topics as:

1. Where the Jobs Are?
2. Choosing Your Job
3. State Employment Service
4. Private Employment Agencies
5. Reading the Ads
6. Other Ways to Find a Job
7. Jobs for Teenagers
8. Jobs for Mature Workers
9. Jobs for Handicapped Persons
10. Job Training Programs
11. Applying for a Job
12. Interviewing for a Job
13. Getting Your Skills Across
14. Answer Problem Questions
15. Your First Day at Work
16. Fringe Benefits
17. Laws About Benefits
18. Your First Paycheck
19. What is a Union
20. More About Unions
21. Laws About Workers' Rights

READING LEVEL: Approximately 4th. Grade

EVALUATION: 3.66

NAME: #44. SUPER MARKET - ARITHMETIC PROBLEMS IN GROCERY BUYING

PUBLISHER: Fern Tripp
2035 E. Sierra Way, Dinuba, California 93618
Copyright 1968

COST: Unknown

MAJOR OBJECTIVE: Exercises in buying groceries at a super market are the different aspects of this that the student should be exposed to.

DESIGN: Student Workbooks

ABSTRACT: The workbook gives exercises in buying groceries for a family of three, understanding United States money, making change and check-writing, practice in sales slip writing. Practice with simple functional basic arithmetic facts and processes are used in this buying. The student learns to work with weight, pounds, ounces, and other measurements that would be best suited for a math class. He becomes familiar with number words, and learns to work with size and servings.

READING LEVEL: 2nd. Grade

EVALUATION: 1.83

NAME: #45. BEING AN INFORMED CITIZEN (FAMILY DEVELOPMENT SERIES - ABOUT YOUR COMMUNITY)

PUBLISHER: Steck-Vaughn Co., Austin, Texas/Copyright 1973 - The University of Wisconsin System

COST: Unknown

MAJOR OBJECTIVE: To make learning a practical experience by providing sound information for coping with everyday problems and becoming more effective with available resources

DESIGN: The teacher will probably use this book to teach the class. It could be adapted for hearing impaired students' use.

ABSTRACT: The student needs to read and digest the text and answer discussion questions, and complete other activities at the end of each topic:

1. Your Rights as a Citizen
2. Citizen Responsibilities
3. Voting: A Right as a Citizen
4. Information and Opinion
5. Propaganda & Opinion

This would be useful in a Social Studies class.

READING LEVEL: Approximately 7th. Grade

EVALUATION: 2.16

NAME: #46. VOCATIONAL ENGLISH, BOOK II

PUBLISHER: Globe Book Company, Inc., 175 5th Ave, New York, N.Y. 10010 / Revised 1968.

Cost: Unknown

Major Objective: To show the student how English can help them succeed in whichever vocation they choose. It is a practical approach to language in the world of work.

Design: This is a student book that the student can work in by himself, with teacher guidance, or as a classroom activity.

Abstract: This book is organized into eight units with chapters written in clear language. Each of the eight units are arranged with a pre-test, followed by chapters with information, then an achievement test. The units cover:

1. Why the Worker needs English
2. Using the Dictionary
3. Understanding Sentences
4. Avoiding Common Mistakes
5. Expressing Yourself
6. Building Paragraphs
7. Writing Friendly Letters
8. Learning Technical and General Terms

This would not be appropriate for pre-vocational classes. It would be better suited for an English class supporting a pre-vocational class.

Reading Level: Approximately 7th grade

Evaluation: 3.58

NAME: #47. VOCATIONAL ENGLISH, BOOK II

PUBLISHER: Globe Book Company, Inc., 175 5th Avenue, New York, N.Y. 10010 / Copyright 1969

Cost: Unknown

Major Objective: To show the student how English can help them succeed in whichever vocation they choose. It is a practical approach to language in the world of work.

Design: This is a student book that the student can work in by himself, with teacher guidance, or as a classroom activity.

Abstract: The ten (10) units in this book cover these areas below. They include pre-tests, followed by chapters with information, ther a post-test.

1. How to Succeed at Your Trade
2. The Dictionary
3. Communication
4. Common Mistkaes
5. The Trade Magazine
6. Expressing Yourself
7. Business Forms
8. Getting Along with People
9. The Use of Leisure Time
10. Word Study

Reading Level: Approximately 7th grade

Evaluation: 2.75

NAME: #48. VOCATIONAL ENGLISH - BOOK III

PUBLISHER: Globe Book Company, Inc., 175 5th Ave., New York, N.Y. 10010 / Copyright 1971

Cost: Unknown

Major Objective: To show the student how English can help them succeed in whichever vocationa they choose. It is a practical approach to language in the world of work.

Design: This is a student book that the student can work in by himself, with teacher guidance, or as a classroom activity.

Abstract: This book is organized into 10 units with chapters written in clear language. Each of the 10 units are arranged with target questions, chapters, and ending the unit with discussion questions.

The units cover:

1. Gaining Reading Skill
2. Getting the Most from Your Newspaper
3. Another Look at Words We Use
4. Using the Library
5. Business Letters
6. Parliamentary Procedure
7. Building Vocabulary
8. Straight Thinking
9. Industrial and Business Forms
10. Job Planning

Reading Level: Approximately 7th grade

Evaluation: 2.66

NAME: #49. BASIC SKILLS IN FOLLOWING DIRECTIONS - LESSON SHEETS ON LONG-RUN DUPLICATOR MASTERS

PUBLISHER: CEBCO Stanford Publishing, 104 5th Ave., New York, N.Y. 10011/Copyright 1974

COST: Unknown

MAJOR OBJECTIVE: These activities and exercises are designed to develop the ability to follow directions.

DESIGN: For individual and group student involvement, with teacher guidance and preparation.

ABSTRACT: From 1-4 worksheets are devoted to the 11 topics:

1. Following Directions on a Test (understanding what is being asked)
2. Following a Recipe (practice in reading and direction following, also, how to make separate answer sheets)
3. Reading a Chart (same)
4. Following package directions (learning to read all directions first, then taking action)
5. Finding the Cheaper Price (reading and comparing)
6. Following Vacuum Cleaner Directions (read and study first, understand what the words mean)
7. Making a Halloween Mask (read first, then follow instructions)
8. Follow Map Directions (practice in reading and following directions)
9. Using a Coin-Operated Washing Machine (understanding and reading directions)
10. Changing from Fahrenheit to Centigrade (learning and understanding how to convert temperature)
11. Changing from Centigrade to Fahrenheit (learning and understanding how to convert temperature)

Each worksheet usually has a brief explanatory introduction, and includes exercises for the student to complete. Some students will need additional preparation first - (to be determined by the teacher).

Teacher's Guide gives suggestions conerning motivation, working with the chalk board, or on an overhead projector, etc.

READING LEVEL: Approximately 6th grade

EVALUATION: 3.16

NAME: #50. BASIC SKILLS ON THE JOB

PUBLISHER: CEBCO Standard Publishing, 104 5th Ave., New York, N.Y. 10011 / Copyright 1974

Cost: Unknown

Major Objective: These activities and exercises are designed to familiarize individuals with some of the skills involved in getting and working at a job.

Design: Some student preparation by the teacher is necessary. This would be better for group work, but individuals could also work alone.

Abstract: 1-5 worksheets devoted to each area: The student is interested in:

1. Want Ads - Discuss the kinds of work, the skills needed, where to get them, job travel, ads with jobs and salaries, employment agency functions, benefits, and the vocabulary used
2. Writing Neatly - Attention needed in having legible handwriting, practice for students
3. Filling out a job application - Discussing the information needed, vocabulary, etc.
4. Writing a Resume' - Discussion and practice
5. Figuring Time on a Job - Practice calculations
6. Measuring - Examining actual rulers, measuring things on the page, and measuring things in the room
7. Figuring Prices - Practice
8. Alphabetical Order - Drill on filing, review of the alphabet
9. Filing - Practice with different filing systems
10. Reading a Bar Graph - Introduction to reading and interpreting bar graphs, practice in understanding and reading
11. Making a Bar Graph - Reviewing the different parts of the graph, and exercises.

Each worksheet has a brief explanatory introduction and sample exercises. The Teacher's Guide gives suggestions for motivation and audio-visual work.

Reading Level: Approximately 6th grade

Evaluation: 3.66

NAME: #51. BASIC SKILLS IN GETTING AROUND

PUBLISHERS: CEBCO Standard Publishing, 104 5th Ave., New York, N.Y. 10011

Cost: Unknown

Major Objective: The activities and exercises are designed to develop skills that are useful for traveling from place to place.

Design: Individual and group student involvement, with teacher guidance and preparation.

Abstract: 1-3 worksheets are devoted to each topic:

1. Applying for a Driver's License - Discuss driving's importance, safety, process in getting a license, application, etc.
2. Recognizing Road Signs that are used in the United States and their meanings
3. Using a Parking Meter - Discuss the use, different types, words, do an exercise
4. Finding Direction - Learn the directions, symbols, and do an exercise
5. Map of the United States - Identify the states
6. Reading a Map of the United States - familiarizing students with states, review directions, exercise
7. Using a Street Map - introduction to map keys and legends, exercises
8. Using a Map Scale - work at reading and measuring
9. Using a Road Map - learn to use the key for identifying state, federal highways, etc. - go over map, exercises in locating places
10. Reading a Transit Map - Knowing how to read a subway system map
11. Reading a Time Table - Study and exercise
12. Understanding a Travel Itinerary - Study different kinds, plan itineraries
13. Time Zones - discuss and learn about Daylight Savings Time and different time zones.

Each worksheet has a brief explanatory introduction, and sample exercises. Some students will need additional preparation first.

Teacher's guide gives suggestions on motivation, working with audio-visual aides, etc.

Reading Level: Approximately 6th grade

Evaluation: 3.50

NAME: #52. BASIC SKILLS FOR EVERYONE - LESSON SHEETS ON LONG RUN SPIRIT MASTERS

PUBLISHER: CEBCO Standard Publishing, 104 5th Ave., New York, N.Y. 10011 / Copyright 1972

Cost: $19.95 (?)

Major Objective: To instruct and drill the student in a variety of skills needed in daily living.

Design: Individual and group student involvement. Concepts and terms will need to be taught by the teacher in advance of the lesson.

Abstract: This book consists of worksheets on such topics as:

1. Weights and Measures
2. Sizes
3. Figuring How Much It Costs
4. Making Change
5. Figuring Time and Pay
6. Reading & Writing
7. Using Checks
8. Ordering By Mail
9. Addressing and Envelope
10. Abbreviations
11. Alphabetical Order
12. Filing
13. Locating Words in the Dictionary
14. Using the Telephone Book
15. Understanding the Yellow Pages
16. Finding Things in a Newspaper
17. Help Wanted Ads
18. Amusement Ads
19. Filling Out Printed Forms
20. Opening a Bank Account
21. Applying for a Library Card
22. Filling out Multiple-Choice Forms
23. Keeping a Record
24. Following Recipe Directions
25. Reading a Map
26. Understanding a Travel Itinerary
27. Reading a Timetable
28. Reading a Chart
29. Reading a Bar Graph
30. Reading a Statistical Table
31. Making a Chart
32. Using the Library
33. Using the Encyclopedias

Reading Level: Young people with learning difficulties, adults with limited education and other disadvantaged groups. Approximately 6th grade

Evaluation: 3.75

NAME: #53. THE JOB AHEAD - NEW ROCHESTER OCCUPATIONAL READING SERIES

PUBLISHER: Science Research Associates, Inc., 259 E. Erie St., Chicago, Illinois, 60611/1963 (c)

COST: Unknown

MAJOR OBJECTIVE: To develop language arts skills along with other basic skills needed for success on the job, and in daily life.

DESIGN: Teachers will need to guide the students through exercises and class discussion.

ABSTRACT: This is for use with teenagers and young adults who are potential drop-outs, slow, retarded, or reluctant learners, and non-achievers, disadvnataged, culturally deprived, or others. Contained is information concerning occupational and social skills presented through fictionized, but realistic situations. The book consists of 10 short stories in each of 5 sections. The sections include:

1. Starting Work
2. On the Job
3. Keeping the Job
4. Working for the City
5. Time Out for Leisure

The material can be used by a reading teacher to support his pre-vocational class.

There is an accompanying exercise book.

READING LEVEL: Level I - 2nd. Grade
Level II - 3rd. and 4th. Grades
Level III - 4th. and 5th. Grades

EVALUATION: 2.75

NAME: #54. THE TENNESSEE STATEWIDE CONSUMER EDUCATION PROGRAM

PUBLISHER: Coordinating Institution - UT at Nashville, 323 McLemore St., Nashville, Tennessee 37203
(funded under IMPACT, Community Service and Continuing Education/August, 1974)

COST: Unknown

MAJOR OBJECTIVE: To give information every consumer needs to know regarding: purchasing products, community services, social services, getting the most with their money.

DESIGN: Teacher needs to teach concepts and vocabulary. Teacher would need to use this as a guide or resource book.

ABSTRACT: Information consumers need to know about such things as:

Appliances
Cars
Clothing
Credit
Furniture
Housing
Loans
Etc.

Useful as a teacher resource.

READING LEVEL: High school graduate/college level

EVALUATION: 2.16

NAME: #55. WORLD OF WORK

PUBLISHER: McGraw-Hill, Inc. - Webster Division, New York, N.Y., 1969 (c)

COST: Unknown

MAJOR OBJECTIVE: To expose the student to a new dimension of the world of work. The emphasis is on the inter-personal situations which occur on the job.

DESIGN: This material is designed to be used by either individuals or groups.

ABSTRACT: This kit is a collection of fifty illustrated booklets. The booklets are grouped into three sections: getting the job, keeping the job, and advancing on the job. Each of the fifty booklets is a self-centered unit and can be used singularly or in conjunction with other booklets.

The kit features individual, short booklets that increase reading incentive and provide immediate rewards. Multiple choice and short answer reinforce the major theme.

Sections include:

Getting the Job

1. Birthday- Deciding to Find a Good Job
2. The Liar - Attitudes Toward Work
3. Strange Language - Understanding Abbreviated Want Ads
4. Strictly for Laughs - Bait Want Ads
5. Situation Wanted - Placing an Ad
6. Call Them and Tell Them - Telephone for an Interview
7. Two Characters - State Employment Agencies
8. Fine Point - Private Employment Agencies
9. The Grapevine - Finding a Job
10. The Stranger - The Night Before the Job Interview
11. Big Day - Getting to the Interview
12. All These Little Boxes - Filling Out an Employment Application
13. Interview No. 9 - Handling the Interview
14. A Winner - Seizing the Initiative
15. The Test - Fear of Failure
16. Guts - Writing a Resume'
17. A Double Win - Finding a Job
18. Pink Paper - Writing a Business Letter
19. Give Me My Number - Getting a Social Security Card
20. Green Pants to Match - Dressing for Work (Young Man)
21. Miss Kelly - Dressing for Work (Young Woman)
22. Just in Time - Being on Time
23. I Have to Decide What to Do - Working Mother

Keeping the Job

24. Take It Slow - The First Day on the Job
25. People are People are People - Race Relations
26. How to Survive on a Job - Unwritten Rules
27. The Trouble with Paul - Poor Work Habits
28. Carlos Fights his Boss - Relationship with the Supervisor
29. Too Good for the Job - Handling a Chip on the Shoulder
30. The Hard Way - Teamwork on the Job
31. What's the Matter? - Working well with Others
32. Behind the Eight Ball - Group Pressure on the Job
33. I Must be Doing Something Wrong - Accepting Criticism
34. Kid Stuff - Completing a Task
35. Sweating It Out - Learning from Failure
36. Help! Asking Questions on the Job
37. Maria Meets the Public - Courtesy on the Job
38. Oh, My Aching Back! Calling in Sick
39. Join Me - Unions
40. Crunch! Understanding Payroll Deductions
41. The Best Things in Life are . . . Filing Income Tax
42. I've Had It ... - Unemployment insurance

Advancing on the Job

43. The Hand and Mind of Man - Doing Your Best
44. Me! Resonsibility to Self
45. "I Want a Raise!" - Raises
46. I Don't Like It - The Value of Training
47. The Horse Laugh - Returning to School
48. The Professor - Returning to School
49. Paid Not to Work - Company Benefits
50. Holding the Bag - Quitting the Job

This material can best be used by a teacher to support his prevocational classes.

READING LEVEL: The kit is designed for junior and senior high school students. Low reading level, adult oriented, excellent for disadvantaged, third track, junior high.

EVALUATION: 4.41

NAME: #56a. SINGER EDUCATION AND TRAINING PRODUCTS
5 FILMSTRIPS FOUNDATIONS FOR OCCUPATIONAL PLANNING --- A778-SA
WHAT IS A JOB? (1 of 5)

PUBLISHER: Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

COST: Unknown

MAJOR OBJECTIVE: To help the student get a more realistic picture of the world of work by focusing on values, characteristics, and attitudes connected with jobs. To help the student relate his own needs to the work world.

DESIGN: For classroom instruction by the teacher.

ABSTRACT: It discusses what a job is. It explains that a job has a name, address, personality, characteristics and importance. At the end are some discussion questions and things to do.

READING LEVEL: Unable to determine due to nature of materials.

EVALUATION: 3.91

NAME: #56b. SINGER EDUCATION & TRAINING PRODUCTS
5 FILMSTRIPS. FOUNDATIONS FOR OCCUPATIONAL PLANNING - A778-SA
WHO ARE YOU? (2 of 5)

PUBLISHER: Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

COST: Unknown

MAJOR OBJECTIVE: This is to help students feel that their unique characteristics are important to society. It emphasizes that there are differences within the individual. It points out that society needs different people.

DESIGN: For classroom instruction by the teacher.

ABSTRACT: To have the student think about himself and what qualities make him the person he is - from appearance to interests - to basic attitudes and abilities. It shows how, because everyone is different, we may meet different occupational needs. Discussion covers whether others see you as you see yourself, in what ways are differences and similarities good? Things to do are included which cover self-awareness activities.

READING LEVEL: Unable to determine due to nature of materials.

EVALUATION: 3.91

NAME: #56c. SINGER EDUCATION & TRAINING PRODUCTS
5 FILMSTRIPS. FOUNDATIONS FOR OCCUPATIONAL PLANNING - A778-SA
WHAT DO YOU LIKE TO DO? (3 of 5)

PUBLISHER: Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

COST: Unknown

MAJOR OBJECTIVE: To focus on the idea that the same interest or activity has different meaning for different people. To point up interests and hobbies as ways to find employment while learning more about yourself. To explore the value of having a number of interests.

DESIGN: For classroom instruction by the teacher.

ABSTRACT: It discusses the point that different people like different things and even the same thing looks different to different people. It discusses different hobbies and interests and how some can become employed. At the end are discussion questions about hobbies and what activities are available in your community. There are activities to do for the student.

READING LEVEL: Unable to determine due to nature of materials.

EVALUATION: 3.91

NAME: #56d. SINGER EDUCATION & TRAINING PRODUCTS
5 FILMSTRIPS. FOUNDATIONS FOR OCCUPATIONAL PLANNING - A778-SA
WHAT ARE JOB FAMILIES? (4 of 5)

PUBLISHER: Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

COST: Unknown

MAJOR OBJECTIVE: To show the student how jobs may be grouped into families. To show them how knowing job families can help you think more intelligently about future careers. To show how jobs can be classified into several families by understanding their interdependence.

DESIGN: For classroom instruction by the teacher.

ABSTRACT: It relates that as people form families, so do jobs - because they are in the same industry, demand similar training and involve similar activities, while satisfying similar interests. Some job families comprise the same location or skills. Jobs depend on other jobs. Discussion questions cover what happens if one job stops functioning, what jobs might each student like, and some things to do.

READING LEVEL: Unable to determine due to nature of materials.

EVALUATION: 3.91

NAME: #56e. SINGER EDUCATION AND TRAINING PRODUCTS
5 FILMSTRIPS. FOUNDATIONS FOR OCCUPATIONAL PLANNING - A778-SA
WHAT GOOD IS SCHOOL? (5 of 5)

PUBLISHER: Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

COST: Unknown

MAJOR OBJECTIVE: This is to help the student relate what he is studying in school to the world of work. To help him see the relationship between careers and the amount of education you need. To help him focus attention on the rewards coming from studying different career possibilities.

DESIGN: For classroom instruction by the teacher.

ABSTRACT: It shows briefly how math, English, science, and history can be used in your everyday life as well as on a job. Discussion questions cover how much education, and what classes, does a person need to get along in the world. Things to do cover getting information from people who are actually working to see what education they needed to have to acquire their jobs.

READING LEVEL: Unable to determine due to nature of materials.

EVALUATION: 3.91

NAME: #57. EDUCATION INNOVATOR'S, INC. - INNOVATORS KIT ON COMMUNITY LIVING: 11 Units, 11 Cassette Tapes, 11 Filmstrips

PUBLISHER: Educational Innovators, Inc., 416 W. Pascagoula, P.O. Box 3171, Jackson, Mississippi 39207

COST: Unknown

MAJOR OBJECTIVE: To make portions of the activities of the adult world visible and more comprehensive to the school-aged retarded youth.

DESIGN: Each unit contains: 1 Teacher's manual, 15 Student manuals, 1 filmstrip, 1 cassette, and 5 transparencies. This is a teacher-taught activity with the student completing activities in his workbook.

ABSTRACT: The entire kit consists of 11 units.

Unit 1 - Signals Are Important. An objective is to make social cues or signals clearer and interpretable by the retarded subject. A second objective is to clarify the behaviors that would be appropriate in response to the cues or signals. These signals include non-verbal ones such as applause, gestures, "fragile", warning signs, etc.

Unit 2 - Using Numbers as Signals - same objectives as Unit 1. Using street numbers, and traffic control signs, etc., as signals.

Unit 3 - Using Places as Signals - same objectives as 1. Using office hours, admission times, good appearance, department, etc., as signals.

Unit 4 - Let's Make a Good Impression - Same objectives as 1. Good grooming, keeping clean, cleaning up after oneself, and comparing one's appearance with others is what is discussed.

Unit 5 - How We Buy and Shop - Same objectives as 1. Discussed are what articles are sold in what stores, cost (comparing prices), fitting clothes, and mail ordering.

Unit 6 - The Big Department Store - Same objectives as 1. Discussed is the structure of a department store, like Sears, from an outside consumer's view as contrasted to the inside view of an employee.

Unit 7 - Getting Ready to Live on Our Own - Same objectives as 1. Discussed is different types of places to live, ways to get around the community, the employment office, income and expenses, getting a job to support oneself.

Unit 8 - How to Get and Keep a Job - Objectives same as 1. This unit considers requirements of some part-time job in relation to one's own abilities, describes deposits and withdrawals, use of an alarm clock, and use of a dental clinic.

Unit 9 - Recreation and Leisure Time - Same objectives as 1. This unit covers the importance of making friends, discusses various kinds of recreation, and dating etiquette.

Unit 10 - How to Get Along With Others - Same objectives as 1. This teaches how to play cards (as a form of inexpensive recreation) and involving others in a pastime. This discusses "being grown up", being helpful, good manners, and courtesy.

Unit 11 - Finding the Right Job (Job Orientation) - Same objectives as 1. This starts with learning about oneself, then becoming aware of desirable personal and social characteristics necessary to acquire a job. This establishes that there are qualifications and necessary credentials in the adult world of work. It teaches how to apply for a job, and what to do if you are dissatisfied with your present job.

These units include many different suggestions for the teacher - including field trips. The student books have many different types of activities. The filmstrips and cassettes should be used together as a sound filmstrip for an overview and introduction to the unit. The filmstrip frames are numbered and will be used a second time as indicated in the teacher's manual.

READING LEVEL: This material was designed for the educable level I.Q.s 50-85, ages 11-19, performing on school achievement tests from middle 1st grade through 6th.

EVALUATION: 4.41

NAME: #58. WHERE TO GO, WHO TO SEE, WHAT TO DO (FAMILY DEVELOPMENT SERIES - ABOUT YOUR COMMUNITY)

PUBLISHER: Steck-Vaughn Co., Austin, TX
Copyright 1973 - The University of Wisconsin System

COST: Unknown

MAJOR OBJECTIVE: To make learning a practical experience by providing sound information for coping with everyday problems and becoming more effective with available resources.

DESIGN: The teacher will probably use this book to teach the class. It could be adapted for hearing-impaired students.

ABSTRACT: This is a text to read and digest, complete with discussion questions and other activities.

1. How to look at and handle you and your problems: where to go, how to look for help.
2. How to obtain social services. It tells who, where, how, and why
3. How to obtain health and medical services. Same as above
4. How to obtain employment services. Same as above
5. How to obtain Legal Services. Same as above
6. How to obtain Recreational Services. Same as above

READING LEVEL: Approximately 7th Grade

EVALUATION: 3.16

NAME: #59. THE JOB BOX/PACEMAKER VOCATIONAL RESOURCE MODULE

PUBLISHER: Pacemaker Books, Fearon Publishers, Inc., Belmont, California - Copyright 1974

COST: Unknown

MAJOR OBJECTIVE: The module presents realistic career information about jobs the special needs students can train for and in which they can successfully function.

DESIGN: It can be used by a single student independently or as a group project.

ABSTRACT: The module consists of seventy booklets, 4 pages each, grouped into seven different job clusters. Each Booklet describes a separate occupation and is illustrated with photographs showing individuals engaged in typical work activity. It is designed to serve a dual role as a survey unit for work experience education, and as a guide for specific skill development for later full time employment. Each booklet contains the following information:

The Job
You Should Know These Things
Classes to Take
Can I get On-the-Job Training
Where Can I Find a Job
More About the Job
How Much Will I be Paid
Where Can I Train for the Job
People to See

READING LEVEL: 2.7

EVALUATION: 4.41

NAME: #60 CAREERS (A GAME)

PUBLISHER: Parker Brothers, Inc.
Salem, Mass. 01970 Copyright 1971

COST: $7.00

MAJOR OBJECTIVE: To introduce career awareness in a "fun way" to the student.

DESIGN: For use by 1 to 6 students. Teacher may need to discuss some of the vocabulary and concepts.

ABSTRACT: This is a game to help the student to think about his future in the form of his desired success formula, especially with regards to fame, money and happiness. The players move in a clockwise direction around the board by throwing dice. Points are accumulated towards their stated success formula by landing on the right squares. The first person to reach his desired points wins the game. Many relevant concepts can be covered. Some math skills are used and possibly new vocabulary will be covered.

READING LEVEL: For all ages: 8 - adult

EVALUATION: 3.25

NAME: #61. LEARNING ABOUT CAREERS/TEACHING PICTURES

PUBLISHER: David C. Cook Publishing Co., Elgin, Illinois 60120
Copyright 1974

COST: Unknown

MAJOR OBJECTIVE: To give students an awareness of the many career opportunities that are available and the types of training and skills necessary in these careers.

DESIGN: The material is designed to be presented by the teacher to the students.

ABSTRACT: The first section of the manual and the first four pictures deal with attitudes, the development of skills and talents, and overcoming of handicaps. The rest of the manual and the remainirg pictures deal with specific careers or occupations (pictures represent the US OE's 15 Occupational Clusters), along with pictures of people employed in many of these careers.

READING LEVEL: Recommended for grades K-3 and 4-6

EVALUATION: 2.00

NAME: #62. SUCCEEDING AT WORK

PUBLISHER: United Transparencies Incorporated
P.O. Box 688
Binghamton, New York 13902

COST: Unknown

MAJOR OBJECTIVE: This set of transparencies is used to prepare people who are entering the job market for the first time to cope with the new work environment.

DESIGN: This set of materials is designed to be used in group situations.

ABSTRACT: The Succeeding At Work transparencies and workbooks can be used with slow learners or students of average ability in vocational programs and adult education. The transparencies illustrate development of job relationships, as well as development of proper attitudes, values, and ethics. This is done by strengthening basic skills (reading, writing, and comprehension), social skills (good manners, good grooming, good posture), oral training (logical thinking, original ideas), and creative writing (neatness, spelling, good grammar, etc.). The set includes 105 transparencies divided into 7 subsets (15 transparencies in each). Each subset has two review transparencies which give emphasis to important points covered in the subset. Each of the transparencies has a corresponding work sheet that asks questions in the form of "What would you do?" The topics included in the subsets are:

1. Making Friends at Work
2. Good Manners at Work
3. Learning More About Your Job
4. Following Rules
5. Keeping Safe at Work
6. Keeping Healthy at Work
7. Taking a Vacation

READING LEVEL: The workbook is approximately 3rd grade, although the transparencies can be used at any level.

EVALUATION: 4.08

NAME: #63. DICTIONARY OF OCCUPATIONAL TITLES, 1965
VOLUME I. DEFINITIONS OF TITLES 3rd. EDITION

PUBLISHER: U. S. Department of Labor - Manpower Administration,
U. S. Government Printing Office, Washington, D.C. 20402

COST: $7.75

MAJOR OBJECTIVE: This two-volume dictionary provides a current inventory of jobs in the American economy and gives an extensive analysis and description of what each involves and what traits are needed by workers. It was developed primarily for use by personnel engaged in placement, counseling and related activities and to use occupational information in vocational, personnel, and related services and activities.

DESIGN: Primarily for teacher/counselor to use in vocational or occupational counseling.

ABSTRACT: This volume contains names and definitions of various occupations arranged alphabetically according to job titles (with alternated titles included). The definitions include: 1. What gets done, how it gets done, and why it gets done; 2. Indicates worker functions as designated with relationship to data, people or things; 3. Indicates significant aptitudes, interests and temperaments required by the job.

There are 229 industries defined and designated by an abbreviation of the industry name. The occupations have been incorporated into a 6-digit classification code. This structure consists of 2 arrangements of jobs - Occupational Group Arrangement and Worker Traits Arrangement.

READING LEVEL: Not Determined

EVALUATION: 3.16

NAME: #64. DICTIONARY OF OCCUPATIONAL TITLES, 1965 - VOLUME II. OCCUPATIONAL CLASSIFICATION

PUBLISHER: U. S. Department of Labor, Manpower Administration, U. S. Government Printing Office, Washington, D.C.

COST: $6.75

MAJOR OBJECTIVE: This compliments Volume I. This volume groups jobs together of same basic - occupational, industrial, or worker characteristics. This is to help the user discern relationships among occupations; and is used as a standard approach to classifying the abilities, vocational experience and potentials of workers.

DESIGN: It is useful to guidance and placement personnel in dealing with persons planning careers or seeking employment.

ABSTRACT: This volume contains 12 sections:

1. Occupational Categories, Divisions and Groups
2. Alphabetic Arrangement of 3-Digit Occupational Groups
3. The Occupational Group Arrangement of Titles and Codes
4. An Alphabetic Arrangement of Areas of Work
5. An Alphabetic Arrangement of Worker Trait Groups
6. The Worker Trait Groups within Areas of Work
7. Worker Traits Arrangement of Titles and Codes
8. Industry Arrangement of Titles
9. Industry Index
10. Glossary - defines many technical terms used in Volume I definitions
11. Appendix A - which gives an explanation of the relationships within the Data, People, and Things - Hierarchies
12. Appendix B - provides a discussion of worker trait components

READING LEVEL: Not determined

EVALUATION: 3.16

NAME: #65. SUPPLEMENT 2 - TO THE DICTIONARY OF OCCUPATIONAL TITLES. 1968 THIRD EDITION - SELECTED CHARACTERISTICS OF OCCUPATIONS BY WORKER TRAITS AND PHYSICAL STRENGTHS.

PUBLISHER: U. S. Department of Labor, Manpower Administration, U. S. Government Printing Office, Washington, D.C. 20402

COST: $1.50

MAJOR OBJECTIVE: This supplement arranges data on physical demands, working conditions, and training time for each job defined in the Dictionary. It is done primarily by worker trait groups of the occupational classification structure presented in Volume II.

DESIGN: It is primarily useful to guidance and placement personnel in occupational counseling.

ABSTRACT: Using the data in this publication together with the Dictionary will permit better interpretation and evaluation of selected significant job characteristics for a wide range of occupations. It is useful in determining the potential transferability of handicapped individuals from one job to another while retaining the fullest possible application of their occupationally significant characteristics, experience, and remaining functional capacity.

The information in this document is presented in 7 columns.

Column 1 - page numbers in Volume II of Dictionary for worker trait group in which job appears
Column 2 - dictionary code number
Column 3 - industry designation
Column 4 - job title
Column 5 - physical demands (consisting of six factors)
Column 6 - working conditions (consisting of seven factors)
Column 7 - training time (general education and specific vocational preparation)

READING LEVEL: Not Determined

EVALUATION: 3.16

NAME: #66. OCCUPATIONAL OUTLOOK HANDBOOK, 1976-77 EDITION

PUBLISHER: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

COST: This Edition $7.00

MAJOR OBJECTIVE: This book is used as a major source of vocational guidance information for hundreds of occupations. It can be used to help students become aware of job opportunities and alternatives.

DESIGN: It can be used by an individual or a teacher/counselor in vocational guidance.

ABSTRACT: The handbook describes more than 850 occupations. These include saleswork, professional and service jobs, clerical, operatives, managerial, farming and laboring jobs. It's best to start with jobs you know about or fields you are interested in. The Handbook can tell you what the job is like, the education and training needed, advancement possibilities, earnings and employment outlook. Each job has a D.O.T. number. This book has a section devoted to future job prospects. Occupations are listed under different headings.

1. Industrial Production and Related Occupations
2. Office Occupations
3. Service Occupations
4. Education and Related Occupations
5. Sales Occupations
6. Construction Occupations
7. Occupations in Transportation Activities
8. Scientific and Technical Occupations
9. Mechanics and Repairers
10. Health Occupations
11. Social Scientists
12. Social Service Occupations
13. Art, Design, and Communications Related Occupations

Outlook for Industries

1. Agriculture
2. Mining and Petroleum
3. Construction
4. Manufacturing
5. Transportation, Communications, and Public Utilities
6. Wholesale and Retail Trade
7. Finance, Insurance, and Real Estate
8. Service and Miscellaneous Industries

Listed is the Dictionary of Occupational Titles Index for the jobs included in the Handbook.

READING LEVEL: Not Determined

EVALUATION: 3.25

NAME: #67. THE STRONG-CAMPBELL INTEREST INVENTORY (T325), Sec. II, (LATEST EDITION) MERGED FROM THE STRONG VOCATIONAL INTEREST BLANK (SVIB).

PUBLISHER: Consulting Psychologist Press
577 College Avenue
Palo Alto, California 94306/1974 (latest copyright)

COST: $6.00 (1 set)

MAJOR OBJECTIVE: This interest inventory is designed to tell people about themselves and their relationship to the working world. This knowledge should help them to make better decisions about themselves. It also provides information to people who make decisions about others enabling them to consider the qualities of each person.

DESIGN: About 90% of an average 8th grade class - students aged 13-15 - can handle the inventory. It is a follow-the-directions test. Guidance from an administrator will be needed.

ABSTRACT: A person is asked to respond to a wide range of occupational activities, hobbies, and amusements, school subjects, types of people, etc. He must respond to the 325 items with either "like", "indifferent" or "dislike." Most people require 25-35 minutes to complete the test. Scoring must be done by computer. The inventory results can be used in many ways:

1. As an aid in making curricular and occupational choices.
2. As a vehicle in discussion between student and teacher/counselor/parent.
3. As a selection device in making employment decisions.
4. As a guide in planning self-development.
5. As an aid in helping people to understand and deal with their job dissatisfaction.

The scores will be presented in a profile with information on how to understand them.

READING LEVEL: This booklet reads about the 6th grade level.

EVALUATION: 3.16

NAME: #68. BE INFORMED SERIES - UNITS 1-10

PUBLISHER: New Readers Press
Box 131
Syracuse, New York 13210/1970 (c)

COST: Unknown

MAJOR OBJECTIVE: To introduce concepts and vocabulary needed for independent daily living.

DESIGN: This progresses from group instruction to individual student work in leaflets.

ABSTRACT: This consists of 10 units with 5 parts each covering the what and how to handle:

1. Personal credit
2. Buying an auto
3. Owning an auto
4. Buying a house
5. Personal insurance
6. Renting a house
7. Finding a job
8. Reading your newspaper
9. Informed on taxes
10. Informed in banking

These units have leaflets dealing with introduction to the concept, explanation, information, vocabulary and definitions, review exercises in discussion questions, and other testing methods.

READING LEVEL: Approximately 7th. grade

EVALUATION: 3.75

NAME: #69. CAREER AWARENESS INVENTORY - TEACHER'S MANUAL, STUDENT BOOK, RESPONSE SHEET

PUBLISHER: Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106/1974 (c)

COST: Unknown

MAJOR OBJECTIVE: This is to be used in assessing the career awareness of elementary students.

DESIGN: This is intended as a classroom tool to be given primarily for grades 4-8.

ABSTRACT: The pupil fills in the circle for his best answer to each of the 131 questions. These questions are broken down into timed segments. It should take from 60-90 minutes. The answers are scored and various data can be determined.

READING LEVEL: 4th-8th grades

EVALUATION: 4.25

NAME: #70. TEST OF CONSUMER COMPETENCIES - MANUAL, FORM A, FORM B, STUDENT PROFILE

PUBLISHER: Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

COST: Unknown

MAJOR OBJECTIVE: It is important that schools educate students in how to be informed and conscientious buyers of goods and services. They must be taught to handle real-life problems.

DESIGN: This is to be administered by a teacher, similar to the achievement test procedures.

ABSTRACT: The competencies consist of two cognitive test instruments with 55-item multiple questions each. Each item gives 4 options with only one being correct. The questions cover material taught in the Guidelines for Consumer Education documents. They cover:

1. Individual Consumer in the Marketplace
2. Money Management
3. Consumer Credit
4. Housing
5. Food
6. Transportation
7. Clothing
8. Health Services, Drugs and Cosmetics
9. Recreation
10. Furnishings and Appliances
11. Insurance
12. Savings and Investments
13. Taxes
14. The Consumer in Society

After the answer sheet is marked, the responses are scored. Student strengths and weaknesses can be analyzed and norms determined.

READING LEVEL: Designed for grades 8-12

EVALUATION: 3.75

NAME: #71. COMPREHENSIVE CAREER ASSESSMENT SCALE, GRADES 8-12 - MANUAL, PROFILE FORM, QUESTION BOOKLET, AND SCORING KEY

PUBLISHER: Learning Concepts
2501 North Lamar
Austin, Texas 787C?/1974 (Copyright)

COST: Unknown

MAJOR OBJECTIVE: This instrument was developed to assist educators in addressing the career education needs of students. This is designed to assess the student's familiarity with various types of occupations within the 15 U.S.O.E. occupational clusters.

DESIGN: Ideally, a trained administrator should give the scale in a specially designated room, such as a library, with a ratio of one administrator or proctor to each 15 students. Students should be encouraged to work on their own with the least amount of influence from teacher or other students.

ABSTRACT: This is to test what they already know about different occupations. Individual and group profiles may be drawn revealing:

1. High interest and familiarity
2. Low interest and familiarity and other trends
3. The 15 classified clusters definitions are included in the manual

Limitations of interpretations are given. The dimensions of student interest and familiarity are rated on a 7 point scale.

READING LEVEL: Designed for grades 8-12

EVALUATION: 3.50

NAME: #72. COMPREHENSIVE CAREER ASSESSMENT SCALE - GRADES 3-7 MANUAL, SCORING KEY, SCALE BOOKLET AND PROFILE FORM

PUBLISHER: Learning Concepts
2501 North Lamar
Austin, Texas 78705/1974 (c)

COST: Unknown

MAJOR OBJECTIVE: This instrument was developed to assist educators in assessing the career education needs of students. This is designed to assess the student's familiarity with various types of occupations within the 15 U.S.O.E. occupational clusters.

DESIGN: Ideally, a trained administrator should give the scale in a specially designated room, such as a library, with a ratio of one administrator or proctor to each 15 students. Students should be encouraged to work on their own with the least amount of influence from teacher or other students.

ABSTRACT: This is to test what they already know about different occupations. Individual and group profiles may be drawn revealing:

1. High interest and familiarity
2. Low interest and familiarity and other trends
3. The 15 classified clusters definitions are included in the manual

Limitations of interpretations are given. Their interests and familiarity with occupations are rated on a 3-point scale.

READING LEVEL: Designed for grades 3-7

EVALUATION: 3.50

NAME: #73. COMPREHENSIVE CAREER ASSESSMENT SCALE TEACHER'S VERSION - MANUAL, SCORING KEY, PROFILE SHEET, AND QUESTION BOOKLET

PUBLISHER: Learning Concepts
2501 North Lamar
Austin, Texas 78705/1974 (c)

COST: Unknown

MAJOR OBJECTIVE: This scale was developed in response to a need for an assessment instrument to guide career education curriculum planning and counseling, and for in-service program evaluation for elementary and secondary teachers.

DESIGN: A trained administrator or proctor ideally should give the test to teachers.

ABSTRACT: With the two dimensions of interest familiarity, the seven-point rating scale was established for each occupation. The results would provide an indication of the teacher's interest and familiarity with the types of careers in each cluster. This information may in turn guide counselors and administrators in planning, implementing and evaluating career education programs. There are 3 parts: Part I deals with teacher interest and familiarity; Part II deals with their candid attitude toward and familiarity with various concepts related to career education and the implementation of new education programs in general; Part III requests open-ended responses to aspects to career education.

READING LEVEL: Geared for educators

EVALUATION: 4.50

NAME: #74. HALL OCCUPATIONAL ORIENTATION INVENTORY
INTERMEDIATE FORM - GRADES 3-7
RESPONSE SHEET AND INTERPRETIVE FOLDER

PUBLISHER: Scholastic Testing Services, Inc.
480 Meyer Road
Bensenville, Illinois 60106/1976 (c)

COST: Unknown

MAJOR OBJECTIVE: These questions, and the group talks that go with it, are to help the students to understand and to grow. He is more aware of things he likes and wants, and some things he dislikes and should avoid. The areas the student will eventually profile are his personal needs, work needs, and work habits.

DESIGN: It is designed so the student can read, answer questions, follow the directions, score and interpret his profile. However, a teacher would probably need to guide, answer questions and give explanations.

ABSTRACT: The student marks 110 answers pertaining to corresponding questions. His response is either that he:

1. likes very much
2. does like some
3. the idea is not important
4. doesn't like
5. dislikes very much

Raw scores are then computed and interpreted.

READING LEVEL: Designed for grades 3-7.

EVALUATION: 3.25

NAME: #75. VOCATIONAL PREFERENCE INVENTORY

PUBLISHER: Consulting Psychologist Press, Inc., 577 College Avenue, Palo Alto, Ca. 94306/(Copyright) 1975

COST: $5.00 per set

MAJOR OBJECTIVE: This inventory was developed to assess personality while also indicating vocational interests. Its most desirable use is as a brief screening inventory for high school and college students and employed adults.

DESIGN: Persons to be tested should be over 14 years of age, free of brain damage and have at least normal intelligence. The student marks an answer sheet as to whether or not they find 160 occupations interesting or not, or are undecided. A counselor interprets the scores and discusses the findings with the student.

ABSTRACT: The student blackens: Y if the occupation interests or appeals to him, N if he dislikes it or it is uninteresting, and leaves them blank if undecided about the occupation. After completing the VPI the tester scores the sheet by using a scoring stencil then records the information to the profile sheet. Then the tester would look for significant scores and would use the manual to interpret the scores to the student. It is recommended to not use this as the sole method of interpreting vocational interests and personality.

READING LEVEL: Generally designed for those over 14 years of age, normal intelligence and no brain damage.

EVALUATION: 3.25

NAME: #76. CLASSIFICATION OF OCCUPATIONS BY GROUP AND LEVEL - OCCUPATIONAL LISTING BOOKLET, JOB INFORMATION CHECKLIST, INDIVIDUAL CAREER EXPLORATION (INSTRUCTOR'S MANUAL), AND STUDENT INVENTORY BOOKLET.

PUBLISHER: Scholastic Testing Service, Inc., Bensenville, Illinois 60106/1976 (Copyright)

COST: Unknown

MAJOR OBJECTIVE: The ICE (Individual Career Exploration) inventory is designed to help students focus on future occupations in relation to their current interests, experiences, abilities, and ambitions. They will be able to narrow their occupational choices to 2 groups and 2 decision levels.

DESIGN: This is a self-administered, self-scored inventory of career interests for students in grades 8-12.

ABSTRACT: This inventory is based on the Roe theory of Occupations, which divides them into 8 groups and 6 decision levels. The student works through each of 5 sections in his booklet (Interests, Experience, Occupations, Skills and Abilities, and Decision Level). He rates the activities mentioned in which he's interested by listing 1, 2, or 3 from mild to strong interest. If not interested, it's left blank. The results are recorded on the Record Sheet. When they are finished they will know the 2 Roe groups and decision levels that suit them. There is included a Values page to help them focus on those values that are important to them about specific jobs.

The Job Information Checklist should be used for collecting information about a specific job.

The students could use the Occupational Outlook Handbook or others for further exploration of their choices.

READING LEVEL: Designed for grades 8-12.

EVALUATION: 3.25

NAME: #77a. OCCUPATIONAL EDUCATION FACT FINDING SERIES - PART I

PUBLISHER: Special Service Supply, Box 705, Huntington, N. Y., 11743/1969 (Copyright)

COST: $1.65 per set

MAJOR OBJECTIVE: In order for individuals to get along today they must learn all kinds of daily fact finding information. This workbook is set up to help the student develop some "tools of the trade" of everyday living.

DESIGN: This is mainly for individual student work after terms and concepts have been covered by the teacher.

ABSTRACT: This is a student workbook with answer sheet, giving exercises in reading ads, and time schedules, then answering questions about what information was included.

The areas covered:
1. Want Ads (Male)
2. Want Ads (Female)
3. Building Supplies
4. Room furnishings
5. Sporting Goods
6. Map Mileage

READING LEVEL: Approximately 7th grade

EVALUATION: 3.12

NAME: #77b. OCCUPATIONAL EDUCATION FACT FINDING SERIES - PART II

PUBLISHER: Special Service Supply, Box 705, Huntington, N. Y., 11743/1969 (Copyright)

COST: $1.65 per set

MAJOR OBJECTIVE: In order for individuals to get along today they must learn all kinds of daily fact finding information. This workbook is set up to help the student develop some "tools of the trade" of everyday living.

DESIGN: This is mainly for individual student work after terms and concepts have been covered by the teacher.

ABSTRACT: This is a student workbook, with answer sheet, giving exercises in reading telephone directories, newspaper ads, time schedules and tables. The student must then answer questions about what information was included.

The areas covered:
1. Telephone Directories
2. Yellow pages
3. House Furnishings
4. Train Schedules
5. Movie Time Table
6. Used Car Sales

READING LEVEL: Approximately 7th grade

EVALUATION: 3.12

NAME: #77c. OCCUPATIONAL EDUCATION FACT FINDING SERIES - PART III

PUBLISHER: Special Service Supply, Box 705, Huntington, N. Y., 11743/1969 (Copyright)

COST: $1.65 per set

MAJOR OBJECTIVE: In order for individuals to get along today they must learn all kinds of daily fact finding information. This workbook is set up to help the student develop some "tools of the trade" of everyday living.

DESIGN: This is mainly for individual student work after terms and concepts have been covered by the teacher.

ABSTRACT: This is a student workbook, with answer sheet, giving exercises in reading newspaper ads, television programs and time tables. The student must then answer questions about what information was included:

The areas covered:
1. Real Estate
2. Trucks & Trailers
3. Musical instruments
4. Business Opportunities
5. Television Programs
6. Tools, Motors, Machines

READING LEVEL: Approximately 7th grade

EVALUATION: 3.12

NAME: #78. SIGN LANGUAGE/A SURVIVAL VOCABULARY

PUBLISHER: Janus Book Publishers
25825 Mission Boulevard
Hayward, California 94544

COST: $1.75 per book

MAJOR OBJECTIVE: This series is designed to help poor readers master the language used on signs in public places and on streets and highways.

DESIGN: The material is designed to self direct--needing minimal intervention by the teacher.

ABSTRACT: The material is composed of a Teacher's Manual and four student workbooks with an insert in each book containing flash cards of the signs taught in that book. Each workbook uses the same format: Signs that inform, crossword, worksheet, test, signs that command, missing vowels, hidden words, test, signs that warn, unfinished letters, scrambled letters, test. The material covers 154 everyday signs from "STOP" to "AUTHORIZED PERSONNEL ONLY".

READING LEVEL: Approximately 1st grade

EVALUATION: 4.37

NAME: #79. UNEMPLOYMENT IS NON-CENTS

PUBLISHER: Gary D. Lawson, Elk Grove Unified School District, Elk Grove, Ca. /Copyright 1970

COST: Unknown

MAJOR OBJECTIVE: To teach the student how to get a job, keep a job, fill out employment forms, and how to quit a job.

DESIGN: This is a workbook for special education students to work, correct, and keep for reference.

ABSTRACT: This workbook includes:

1. Exercises in understanding what it takes to hold a good job (true and false and matching sentence similarities). Reading stories and answering questions about what they read.
2. Choosing the correct job: reading then answering questions. Tests, state employment office, and job applications.
3. The interview, appearance, language (true and false and matching sentence similarities).
4. Job forms, social security, W-4 forms
5. Keeping the Job: Following directions, taking corrections, getting along with co-workers, interest in work, attendance and punctuality, willingness to work steadily.
6. How to quit your job

READING LEVEL: Approximately 3rd grade

EVALUATION: 3.62

NAME: #80. WORKING WITH OTHERS (FAMILY DEVELOPMENT SERIES - ABOUT YOU AND OTHERS)

PUBLISHER: Steck-Vaughn Co., Austin, Texas/ (Copyright) 1973 - The University of Wisconsin System

COST: Unknown

MAJOR OBJECTIVE: To make learning a practical experience by providing sound information for coping with everyday problems and being more effective with available resources.

DESIGN: A teacher would probably use this book to teach class. It could be adapted for hearing impaired individual student's use.

ABSTRACT: The text is to be read and digested with discussion questions and other activities at end of each topic:

1. Finding a job opening - where to get information, application forms, job market, etc.
2. Interviewing for a job - Vocational tests, how to act, filling out an application
3. Getting Along on the Job - Adjusting, keeping a new job, handling problems, developing and using good work habits, job satisfaction, and attitude, changing jcbs, employee rating.
4. It's Payday - closer look at paycheck, understanding deductions, figuring net pay.

READING LEVEL: Designated for grades 4-6, reading level is approximately 2nd. grade.

EVALUATION: 4.00

Conclusions and Recommendations

In the process of describing and evaluating the available prevocational material, a number of implications were identified for this study. First, the area of "Community Services" was the most heavily represented area, with "Getting a Job", "Career Awareness", "Self Awareness", "Keeping a Job", "Tests and Inventories", and finally, "Community/Civic Responsibilities" following in decending order of frequency. Second, the sub-area of "finding a job" was most frequently represented, with "applications", "interviews", "grooming", "work attitudes", and "understanding work rules" following in decending order of frequency. Third, the most highly rated material was The Step-Method of Vocational Education for Deaf Students (#42), followed by Using the Want Ads (#39), Comp. Career Assessment Scale, Teacher's Version (#73), and A Step-By-Step Approach to Learning How to Fill Out Application Forms (#26). This information will be utilized in the development of the prevocational course of studies.

Chapter 3

Site Visits

Introduction

One of the major aspects of this project was the visitation of day class programs in the United States that had been identified as having exemplary programs for the hearing impaired. Two sites were visited, the SELACO Downey High School in Downey, California, and the Whitney Young Magnet High School in Chicago, Illinois. Both programs were found to be providing an in-depth approach to the education of the hearing impaired and both had established prevocational systems. In the sections to follow the prevocational aspects of these two programs will be described in detail and summarized as to their effect on the development of the proposed curriculum.

Section 1

*SELACO Downey High School
11044 Brookshire Avenue
Downey, California 90241
phone (213) 923-7279

Contact person - Mr. Herb Larsen

SELACO is the educational program for deaf and severely hard of hearing youngsters, ages 11 to 21. This nationally-known program was established in 1969 to serve hearing handicapped boys and girls of junior high and senior high age who reside in Southeast Los Angeles County and who are in need of special class placement.

The program is operated by the Office of the Los Angeles County Superintendent of Schools on two campuses of the Downey Unified School District: Downey Senior High and South Middle School.

In addition to the regular full-time educational program, SELACO also has an itinerant service for the seventeen school districts it serves. Students with mild to moderate hearing losses who can make maximum use of their residual hearing are ideal candidates for the itinerant program. In this program, experienced teachers visit students, grades one through twelve, on a daily basis. In this way, students with minimal hearing losses may function in the neighborhood school setting.

SELACO provides a centralized program of instruction that extends and builds on the foundation of knowledge, skills and attitudes which has been laid in the elementary schools from which the youngsters come.

(*Note: see appendix for statement of philosophy and goals)

I. Observed Prevocational Program:

A. 9th grade - Community Awareness - awareness of community resources and service workers (no formal course outline or material list was available)

B. 10th grade - Independent Living Skills - the purpose of this course is to introduce the student to basic living needs, i.e., sewing, cooking, home maintenance, electrical appliances, painting, use of tools, general car maintenance, general home gardening, leisure time activity, and job related activity.

(see course outline in appendix)

C. 11th grade - STEP Methods of Career Education - this is a programmed course of study which teaches students to think logically in regards to career problem solving situations

(see Chapter II #42 for detailed description of material)

D. 12th grade - Work Experience Program - in this program the students work approximately 2 hours per day on jobs that are selected for them by the work experience teacher. The students are paid $2.15 per hour for working, they are required to keep a daily log of work

related activities, and are visited by the work experience teacher at least 2 or 3 times a week. The daily log is used to reinforce the language required in the work experience setting.

II. Professional Staff supporting Prevocational Program

A. Work Experience Teacher
B. Vocational Rehabilitation Counselor
C. Academic Teachers/Speech Therapist/Audiologist
D. Guidance Counselor
E. Program Specialist

III. Tests and Measurements

A. Prevocational Test
1. Formal pre and vocational evaluations were not used in this prevocational program.
2. Intensive observation and involvement with students was the prime determiner of work experience site chosen.

B. Psychological/Academic Test used at discretion of School Psychologist and policy of school
1. Tests administered at the Senior High
a. WAIS
b. Stanford Achievement Test
c. Peabody Individual Achievement (reading and math sections)
d. Berry-Buktenica for visual, eye-hand coordination
e. Draw-a-Person - used not as a psychological evaluation but rather as a tool to gain a perspective on selected students
2. Tests administered at the Junior High
a. WISC-R battery
b. Berry-Buktenica
c. Stanford Achievement Test
d. Peabody - Language development
e. Lieter - administered selectively
f. Draw-a-Person - used not as a psychological evaluation but rather as a tool to gain a perspective on selected students
g. Hisky-Nebraska - occasionally

IV. General Observations

A. Communication Mode Used
1. at both the Junior and Senior High settings Total Communication is used with Signed English being the manual aspect
2. classes are available for non-hearing impaired and hearing impaired students to learn and improve their Total Communication skills

B. Staff
1. a large number of professional, diversified staff was present, ranging from interpreters to psychologists
2. a significant proportion of the staff was hearing impaired
3. the position of Vocational Rehabilitation Counselor, located full time on the campus, and intensely involved in the work experience program was especially impressive. The counselor continues to provide services for the students after graduation

C. Mainstreaming
   1. a concerted, well planned system of involvement of hearing and hearing impaired students was present
   2. interpreters and note takers were used extensively in this setting

D. Financial Support
   1. the amount and sophistication of media hardware, educational software, pupil-teacher ratio; building facilities, computer assisted instruction, and available transportation options demonstrate an excellent level of funding.

Section 2

*Whitney Young Magnet High School/Hearing Impaired Program
211 South Laflin Street
Chicago, Illinois 60607

Contact person - Ms. Betty Morton, Acting Coordinator, Hearing Impaired Program

(*Note - see appendix for statement of philosophy and goals)

The Whitney Young Magnet High draws students from all over the Chicago area. It is composed of two primary sections; the regular high school program specializing in Science, Performing Arts, and the Medical Occupations with a student population of approximately 2,000, and the hearing impaired program, located in the same facility, serving approximately 260 students from across the Chicago area, designed to meet the educational and vocational needs of the students assigned, with emphasis upon mainstreaming.

I. Observed Prevocational, Vocational Program

*A. VECTOR/Vocational Exploration Center for Technical and Occupational Research
1. designed to give students hands-on experiences with metal, plastic, wood, home economics, auto mechanics, printing, etc.
2. designed to be a vocational awareness and community skill center
3. in addition to 1 & 2,living skills basic to the world of work are taught

(course outlines were not available, machinery and shops are still in the process of being set-up)

(*Note - see appendix for original VECTOR proposal, not fully implemented at this time)

B. C.W.T./Cooperative Work Training
1. designed to give hearing impaired students, during their junior year, actual work experience on jobs which were selected on the basis of appropriateness and availability
2. students are paid at least $2.30 per hour by their employer and are constantly monitored by the combined VECTOR/CWT teachers

C. Career Classes
1. designed to make the students aware of various careers by means of field trips, guest speakers, and educational materials
2. give special attention to visiting or requesting hearing impaired adults to speak to students regarding jobs
3. additional time is spent on prevocational skills of application forms, public transportation, etc.

II. Professional Staff supporting Prevocational, Vocational Programs

A. VECTOR instructor
B. CWT instructor

C. Academic teachers/Speech Therapist/Audiologist
D. Programmer
E. Social Workers
F. Counselors
G. Psychologist

III. Tests and Measurements

A. Prevocational, Vocational Test
   1. at the present time prevocational and vocational evaluations are being re-developed and are not currently operational
   2. previous prevocational and vocational evaluations proved to be very successful and was conducted at the Goodwill Center at Chicago as developed by Dr. Hester

B. Psychological/Academic testing used at discretion of psychologist and policy of school
   1. Tests given in support of vocational and academic programs
      a. Bender Gestalt
      b. HIP (House-Tree-Person)
      c. WISC
      d. WHIS
      e. Raven
      f. WRIOT (Wide Range Interest Opinion Test)
      g. Stanford Achievement Test
   2. Additional Test commented on
      a. California Achievement Test
         (1) in psychologist's opinion this test is good because
            (a) it is short (students do not time)
            (b) simple to use
            (c) norms are good
      b. GATBY
         (1) in psychologist's opinion the test is difficult to administer effectively to the hearing impaired
      c. TOWER
         (1) in psychologist's opinion, it is a good test to use with the hearing impaired
      d. currently in the process of developing a proposal for a prevocational test
   3. General involvement with VECTOR
      a. test students for:
         (1) emotional development
         (2) visual perception
         (3) motor development
         (4) intelligence
      b. give counsel
      c. participates in curriculum development
      d. assist in problem solving situations

IV. General Observations

A. Communication Mode Used
   1. Total Communication is used with Signed English, the manual aspect
   2. classes are available for hearing and hearing impaired students to learn or improve their Total Communication skills

B. Staff
   1. A total of 60 professional staff serve the 260 hearing impaired students
   2. staff is diversified and comprehensive in services offered
   3. a significant number of hearing impaired individuals in a wide variety of positions from teacher to psychologist are on the staff
   4. the position of counselor serves a particularly important role in the vocational area, responsibilities include:
      a. interview students for cooperative work training program (CWT)
      b. does follow-up with employers
      c. does follow-up with graduates
         (1) 76 follow-up of graduated students
            (a) 10 went to Waubonsee Community College
            (b) 2 went to Gallaudet
            (c) 2 went to J.V.S. (Occupational Training Program)
            (d) 15 went to Northern Illinois University (Hearing Impaired Program)
            (e) 2 or 3 are doing nothing
      d. assist Division of Vocational Rehabilitation in working with seniors
      e. take students to job interviews
      f. send out letters of application for students
      g. stays in contact with employers and D.V.R.
      h. get schools and programs to come to Whitney Young High to present their post-secondary program to students

C. Mainstreaming
   1. a committee of:
      a. social worker
      b. psychologist
      c. diagnostician
      d. teacher of hearing impaired classes
      e. resource teacher for mainstreamed hearing impaired students

      determine if mainstreaming would be productive by the following considerations
      a. academic level
      b. communication skills
      c. if parent wants child mainstreamed
      d. if child wants to be mainstreamed
      e. what the representative classroom teacher says
   2. a system of interpreters, note takers and buddy system is used for mainstreamed students
   3. currently 18 students are mainstreamed

D. Financial Support
   1. Program was set-up as a model school in the Chicago Public System
   2. the amount and sophistication of media hardware, educational software, pupil-teacher ratio, building facilities, computer assisted instruction and on-site audiological/speech therapy equipment are demonstrative of an excellent level of initial funding

E. On-Site Audiological Program
   1. Responsibilities
      a. test all in-coming students
      b. test each student once a year
   2. Testing done*
      a. impedence measurement
      b. speech reception
      c. speech awareness
      d. pure-tone
         (1) air
         (2) bone
      e. hearing aid evaluation

(*Note - sound rooms are available on campus for all necessary testing)

F. *Curriculum Program
   1. required courses, 18 credits required to graduate
      a. English - 4 years
      b. Social Studies - 3 yrs.
         (1) U.S. History - 1 yr.
         (2) Civics - 1 yr.
         (3) Consumer Education and Living Skills - 1 yr.
      c. Science - 2 yrs. and Math 1 yr. or
      d. Math - 2 yrs. and Science 1 yr.
      e. Art - 1 yr.
      f. 1 other minor (typing, communication skills, manual com.
      g. 6 electives
      h. P.E. - 4 yrs.

*Note - see appendix for a more specific breakdown of graduation requirements
   2. *Living Skill class/required for 12th. grade
      a. city services
      b. application forms
      c. personal information
      d. how to make phone calls (TTY)
      e. public transportation
      f. grooming

*Note - see appendix for rough draft of concepts to be derived in this class
   3. Consumer Education/required 11th or 12th grade
      a. Taxes (income)
      b. insurance
      c. shopping
      d. pay checks
   4. Social Studies/Everyday Living Skills
      a. materials used
         (1) Activities for Succeeding in the World of Work/ McKnight Publishers
         (2) Forms in Your Future/Globe Book Co.
         (3) Getting Ready to Drive
         (4) Know the Sign, Be a Better Driver, Books I & II/ F.E. Richards Publishing Company

b. *important concepts
   (1) jobs
      (a) getting a job
      (b) job interviews
      (c) job applications and resumes'
   (2) appearance
   (3) pay check
   (4) taxes
      (a) sales
      (b) income
   (5) benefits
   (6) insurance
      (a) life
      (b) car
      (c) hospital
      (d) house

   (7) places to live
   (8) cars
      (a) buying
      (b) insurance
   (9) Social Security
   (10) home budgeting

(*Note - see appendix for additional concepts introduced)

G. Preparation Program

1. purpose - to prepare students, who are at Whitney Young High yet lacking sufficient academic skills to begin prescribed course of student for Freshman year in the area of math, language, and reading (students must have a 3.0 reading level before they can enter Freshman course of studies)

2. Test administered specific to this setting
   a. Scott-Foresman Reading Inventory
   b. Sullivan Reading Inventory

Section 3/Conclusions and Recommendations

The programs described in this chapter demonstrate the potential which exists for day class settings to serve the needs of the hearing impaired. The excellence of the programs has been built on three basic building blocks, a large population of hearing impaired students, generous funding, and a well trained professional staff with hearing impaired individuals serving at all levels.

By comparing the descriptions of the two programs a number of similarities are seen. First, both have a required sequence of courses for graduation. In the area of prevocational education, both emphasize work experience, career awareness, everyday living skills, and awareness and use of community resources. Second, both have a very large and diversified staff with many hearing impaired individuals at all levels of the programs. In the area of prevocational education, the availability of a work experience teacher, vocational rehabilitation counselor or school vocational counselor, and access to on-site psychological evaluation and counseling. Third, in the area of vocational evaluation, both currently rely primarily upon observation and general knowledge of the student to determine career emphasis areas and work experience setting. In the area of academic and psychological testing both use a battery of tests which only have in common, the use of the Stanford Achievement Test which is used in the primary measure of academic success. Fourth, mainstreaming is an active concern of both programs. The use of interpreters, note takers, buddy system and other support structures were in use at both programs and mainstreaming was occuring for the benefit of the hearing and hearing impaired. Fifth, the availability and use of a wide range of audio-visual and electronic equipment was in evidence, both programs had an extensive computer assisted instructional program available for the students. Sixth, the use of a speech therapist and audiologist to improve the students' use of their hearing, speech, and speechreading as well as to monitor their hearing loss and to provide auditory amplification was seen.

The programs were very similar in overall structure and services, yet a few significant differences were seen. First, the work experience programs were put into effect at different times in the two programs, one in the 11th grade and one in the 12th grade. During the work experience situation, Vocational Rehabilitation pays the students' salary and provides the transportation to the work site via mini-bus. In the other setting, the employer pays the students' salary and the transportation is via the public system. Further, in one of the programs, a formal log is kept of the daily occurances and requirements to enable the academic language teacher and work experience teacher to be kept abreast of the situation and to teach any concepts or vocabulary which is causing difficulty. Second, one program was working to re-establish a formal prevocational evaluation system to be utilized prior to graduation. The other program was not developing a formal prevocational evaluation system. Rather, the plan was to continue to rely primarily upon an in-depth understanding of the student-based on observation and long term involvement. Third, one program had an on-going policy of formal follow-up of all past graduates, the other program did have contact with past graduates, due to the same Vocational Rehabilitation counselor handling current and graduates students, but formal use of this information at the school was not being done. Fourth, there were significant differences in which test the programs used to develop a psychological profile of a student. However, both programs utilized a battery of tests which had been used consistently and were believed to be valid. Fifth, one program was developing an extensive hands-on vocational experience program with the other depending upon

regular shop classes for this experience.

The primary findings, as it relates to the proposed curriculum, were the course offerings in prevocational education at the two sites. The courses which both programs had developed to prepare the hearing impaired students for life and the vocational setting were: work experience, career awareness, everyday living skills, and awareness and use of the community resources. This similarity in program design is of great importance for it shows that two programs, with no obvious links and separated by great distances came to the same general conclusions on the necessary courses to prepare a hearing impaired student for the demands of the vocational and life setting.

Additional findings to the proposed prevocational course of studies are: the actual graduation requirements; the use of a DVR counselor and/or school counselor/work experience teacher; the use of a daily log for recording the language requirements of the work experience setting; the academic and psychological test batteries identified; the use of Signed English as the manual aspect of Total Communication; the utilization of mainstreaming; the structured use of tele-communication equipment with the hearing impaired students; the extensive use of speech therapist and audiologist; the presence of a large number of hearing impaired staff members.

This information will be added to the growing bits of data which have been brought out by this project and will be used to put together the proposed prevocational curriculum. The remaining chapter of this report is the description of the vocational evaluation sites in Memphis, the chapter will provide the last bits of information before the prevocational course of studies is put together.

Chapter 4

Vocational Evaluation Sites

Introduction

The final aspect of the project, before putting together the proposed course of studies, was to visit and study the vocational evaluation sites which serve the Memphis area. This was done to determine the procedure, expectations, and characteristics of these sites and thereby develop a strategy of referral of MCS/HIP secondary or post-secondary level students to ascertain their potential vocational level and needs. The sites visited were the Sheltered Occupational Shop, Goodwill Industries, Les Passees Rehabilitation Center, Tennessee Employment Security Service, and the Division of Vocational Rehabilitation.

At each site, a member of the MCS/HIP research staff walked through the evaluation process, talked with the individuals responsible for the evaluation, and attempted to record the exact process an individual would go through to receive the services at that site. The descriptions of these centers and services, followed by conclusions and recommendations relevant to the development of the prevocational course of studies will follow in Sections 1-6.

Section 1

Sheltered Occupational Shop - (S.O.S.)

620 Minor Street 38111
phone 323-8585

Contact Person - Cherille Claxton, Counselor

PURPOSE: "To provide a place where mentally retarded workers can obtain the instruction and guidance which will enable each individual to fulfill his maximum potential as a worker."

PROCESS FOR ADMITTANCE:

Step I. Referrals are made through the Division of Vocational Rehabilitation (DVR), DVR must send recent medical and psychological reports.

Step II. After referral, S.O.S. has four (4) separate programs to serve the mentally retarded:
1. Evaluation Program - 40 working days
2. Work Adjustment Training - 80 working days
3. Work activities - Permanent employment for the lowest workers
4. Workshop - Permanent employment for the best workers

Step III. Tours are set-up for the parents and child to see if they like the shop. Clients must be 16 years old or over. They must also provide their own transportation and lunch, and they must be toilet trained. DVR can provide the clients with bus cards that allow them to ride the bus for 15¢.

Step IV. An admissions and review committee made up of school people, doctors, lawyers, and parents of mentally retarded must meet before a person is admitted to be hired at S.O.S. The committee is made up of 26 people, 6 of whom meet to determine admittance.

Step V. After the first week testing is started.(Evaluation)
The clients are given a Vocational Capacity Scale Profile in the following areas:
1. Work Habits - objective rating by supervisor at 20 days
2. Physical Capacity - objective rating by counselor
3. Social Maturity - Vineland Social Maturity Scale
4. General Health - objective rating by counselor
5. Manual Skills - Pennsylvania Bi-manual Work Sample Test
6. Arithmetic - Wide Range Achievement Test
7. Motivation - Disc Assembly Test
8. Direction Following - Wells Concrete Direction Test

Step VI. This evaluation is finished after 40 days and the client goes on to Work Adjustment. There is no testing, only observation on how the person works.

Step VII. After the work adjustment, the committee meets to decide if the person should be hired at S.O.S. or outside. If it is decided that the person not be hired at S.O.S., the S.O.S. counselor works with

DVR to get him a job.

A person is terminated if he has bad behavior. The committee must decide this.

See appendix for:

Complete Guideline for Shop Workers - Objectives, Policies, Rules

Section 2

Goodwill

2605 Chelsea 38108
Phone: 323-6221

Contact Person: Mr. Andy Venture, Counselor

PROCESS FOR ADMITTANCE:

I. Goodwill receives referrals from the Division of Vocational Rehabilitation (DVR). When a person is referred to them, certain forms must be completed:
   1. Psychological Exam (within the last 2 years)
   2. Medical exam (within the last 2 years)
   3. DR2 Form (DVR form)
   4. Counselor's page stating why the person was accepted for services from DVR.
   5. Goodwill application.

II. After being referred, a person has an interview with an evaluator from Goodwill. The client goes through two (2) programs: (1) Evaluation and (2) Adjustment

   A. The first 2 weeks each client is tested. The following tests are used:
      1. Valpar Component System (Work Sample)
      2. The MacDonald Vocational Capacity Scale
      3. Productibility Test (Developed by Goodwill)
      4. Basic Skills - Academic (Self-developed)
         a. Stanford Achievement Test
         b. Wide-Range Achievement Test
         c. Tower Clerical Test
      5. The client's eyes and other physical capabilities are checked

   B. After testing, the clients are tried in work-site evaluations. This includes working in the fifteen (15) different work stations at Goodwill. These include things such as upholstery, cash register, appliance repair, etc. The work site evaluation checks problems in actual work situations. This is approximately two (2) weeks long.

   C. After the 30 day evaluation the client is told about his test scores and supervisor's report. The recommendations for the client are discussed with him. The D.O.T. (Dictionary of Occupational Titles) is used for identifying job groupings and specific jobs for each client. The report about the client is sent back to the referring agency (DVR).

   D. Recommendations that can be made by Goodwill are as follows:
      1. Competitive Employment - DVR finds the person a job
      2. Sheltered Employment
      3. Training Program (i.e., Memphis Area Vocational School) - DVR is responsible for placing the client
      4. Work Adjustment - program at Goodwill to work on problems that can be dealt with
      5. Unemployable - refer to a place, i.e., Day Care Center or Mental Health Center

Section 3

Les Passees Rehabilitation Center
49 N. Dunlap 38103
Phone: 523-2583

Contact Person: Mr. Charles Harper, Chief Evaluator

PURPOSE: This is a work evaluation center. They assist eligible clients in determining the occupation best suited for them.

PROCESS: The client is referred by the Division of Vocational Rehabilitation or possibly a physician. Clients must be aged 18 or school drop-outs. Payment comes from Social Security, DVR, or by the client. The evaluation lasts between 3-6 weeks depending upon the client's motivation. The client will average 8 hours daily.

Step 1: An appointment is arranged with an evaluator. Client biographical and referral data is gathered at that time.

Step 2: Orientation of new clients is primarily in the form of a slide presentation. This gives him an idea of what he will be doing in the next few weeks and what the goals are and roles of all concerned.

Step 3: The client has an interview with the evaluator to obtain additional information from the client, to get better acquainted, and to answer some possible client questions.

Step 4: A Basic Skills Test is administered. This will give the evaluator a basic idea of the client's educational functioning level.

Step 5: An evaluation plan is formulated with the client. The idea is to include the client's interests, skills, and to discuss what occupations or things he likes or dislikes. The evaluator has by this time, been sent guidelines from the DVR counselor giving him ideas of employment openings available to the counselor. Further testing may be done at this time. A staff psychologist is available to administer and interpret various interests and aptitude tests, etc.

Step 6: Mr. Harper felt the best information was obtained from the job or work samples on which the client is asked to work. These work samples are composed of two types: The Singer Graflex and the Tower.

Step 7: Again the evaluator counsels with the client, but this time in terms of occupational information and exploration, keeping in mind in what areas the client has shown in interest and ability. They will discuss realistically the job requirements, market, etc.

Step 8: The client may attend basic education classes at the center from 2:00 p.m.-4:00 p.m. daily. Pre and post tests are administered and the classes are open ending.

Step 9: After the client has completed the basic education classes, if needed, or work samples, when appropriate, the basic education teacher, psychologist, evaluator, and DVR counselor will have a staff conference. Included in the conference will be all the data that has been gathered.

Step 10: At the Final Interview the evaluator discusses with the client his work evaluation. His performance, attitude, etc., will be discussed and the staff recommendation will be told.

Step 11: The case is turned or returned to the DVR counselor for job placement.

The center can handle about 25 clients at one time. The clients are admitted each Monday. A daily schedule would be:

Clock IN

8:05 a.m. - 9:45 a.m.	Working in Job Samples
9:45 a.m. - 10:00 a.m.	Break
10:00 a.m. - 11:50 a.m.	Job samples
11:50 a.m. - 12:45 p.m.	Lunch
12:45 p.m. - 1:45 p.m.	Job samples
1:45 p.m. - 2:00 p.m.	Break - ends work evaluation
2:00 p.m. - 4:00 p.m.	Basic Education classes

Clock OUT

Good work habits are emphasized. Job readiness classes and group discussions are sometimes inserted for help with habits and attitudes.

Some of the dexterity tests administered are the Purdue Pegboard, Crawford Small Parts Dexterity, and Bennett Hand Tool Dexterity Test.

The Singer/Graflex work samples consist of a slide presentation and a recorded set of instructions at a cubicle with appropriate equipment. The work samples include Sales (Clerical) processes, Needle Trade (eye-hand-foot coordination), Cook and Baker, Sheet Metal, Medical Services, Bench Assembly, Plumbing and Pipe Fitting, Carpentry, and Electrical Wiring. The evaluator picks a sample for the client. It takes approximately one hour to learn, then the evaluator times the client on the sample.

Another system used is the Tower. This consists of paper and pencil tests covering cashier/checker, clerical, drawing, lettering, pantograph (engraving) cosmotology, leather goods, etc.

Each work sample is designed to test a certain skill or area.

At all times the evaluator is available to assist in the testing process so that the client is assessed accurately.

Section 4

Tennessee Department of Employment Security
1295 Poplar (Industrial, Domestic and Farm Placement)
Phone - 726-0836
43 N. Cleveland (Clerical, Professional and Technical Placement)

PURPOSE: This state employment agency's function is to assist people in locating and identifying jobs. They use a central job bank for this process. This bank functions as a holding center whereby employers call the agency and list job openings which are transferred to micro-fish and then can be viewed by a job seeker on a viewer. Identification cards are given to the job seeker which lists his visits to the agency.

PROCESS:

Step 1: Job seekers go to the information (receptionist) desk and state they are looking for a job.

Step 2: Usually they fill out an application form which registers them with the agency. If this is their first time they are encouraged to view the film strip in the briefing room which explains briefly the agency's function in assisting people in getting jobs and it mentions how to use the job bank viewer. (*This film strip would not benefit the hearing impaired because it is not captioned and relies heavily on the auditory information).

Step 3: They then go to the viewer and begin looking at the jobs listed. They are listed by D.O.T. (Dictionary of Occupational Titles) number, position title, beginning salary, location by city or state, and the years of education or experience required.

Step 4: The seeker writes down the jobs he's interested in and then asks to see an interviewer. The interviewer may explain some questions about the job but mainly their function is to call the employer and/or gives the seeker the address. Either an appointment to be interviewed for the job is made by the interviewer for the client or the client is given enough information to make their own appointment. Usually it is the first situation. It takes about a day for the entire process.

THE PROCESS DEVIATES FOR THE DEAF OR HEARING IMPAIRED JOB SEEKER

Step 1: When a hearing impaired person arrives at the receiptionist's desk and states, or the receptionist determines, that they are hearing impaired a call is made to the counseling manager. She assigns a counselor and if possible, the client will then go to the counselor's office.

Counselors are generally involved with clients for job changes, choices or adjustment situations, but they are automatically assigned to people with special handicapping conditions.

Step 2: The counselor will try to get to know the client and will discuss his job desires, opportunities, etc. They will do whatever is necessary in helping them to determine suitable employment. They will view the job bank with them, and often will refer them to Vocational Rehabilitation. Possibly additional testing information is needed. They will now schedule them to be given the GATB at their testing service. This will give the counselor more information about the client's general aptitude and dexterity. The counselors frequently use the D.O.T. and especially the Occupational Outlook Handbook.

TENNESSEE DEPARTMENT OF EMPLOYMENT SECURITY
ADDRESSES

1. 1295 Poplar Ave.(corner of Poplar and Claybrook)-TDES's Main Office - Area Supervisors-Industrial Placement, Work Incentive Program Casual, Domestic and Farm Placement, Job Bank, Employer Relations, Job Corps, and Apprenticeship Information Center.
2. 43 N. Cleveland(corner of Cleveland and Court)-Clerical, Professional & Technical Placement, Labor Market Statistics, and NAB/JOBS Personnel.
3. 1328 Monroe Avenue-Unemployment Insurance Claims(one block North of Union at Cleveland).
4. 227 Keel Avenue(corner of Keel and 4th)-Satellite Office-Most services available on small scale.
5. Memphis State University-Student Placement Center.
6. Job Training Information-202 Union Avenue - Phone - 525-5550.
7. First time Food Stamp Applicants-State Office Building, 170 N. Main. For appointment, phone 534-6337.

ALL SERVICES PROVIDED BY THE TENNESSEE DEPARTMENT OF EMPLOYMENT SECURITY ARE FREE.

Section 5

Tennessee Division of Vocational Rehabilitation
State Office Building
170 N. Main 38103
Phone - 534-6521

Contact Person: Neal Newland, Counselor

PURPOSE:

1. To work directly with handicapped persons to enable them to work for pay
2. To provide adequate funding to meet the needs of the disabled
3. To assure the provision of expert counseling and guidance
4. To awaken public interest in the problems of disability
5. To find simpler and less expensive methods of delivering services
6. To expand and expedite the training of personnel.

ELIGIBILITY:

Any condition resulting from accident, illness, or birth deformity which prevents the individual from earning a living or seriously interfers with his efforts to do so may make him eligible for Vocational Rehabilitation.

SERVICES:

1. Diagnostic Services
   a. medical
   b. vocational
2. Treatment Services
   a. medical treatment
   b. vocational treatment
3. Training Services
   a. On-the-Job
   b. Trade Schools
   c. Business Schools
   d. College
   e. Others as may be necessary
4. Maintenance and Transportation Services
5. Counseling and Guidance Services
6. Placement Services
7. Post Employment Services

PROCESS:

1. The client must fill out an application and have an interview with the counselor.
2. Medical, psychological, and audiological information must be obtained to verify disability.
3. Financial status is determined.
4. The counselor counsels with the client regarding vocational interests and possible training to develop a vocational plan.
5. Vocational evaluation and/or training and physical restoration, when needed, is provided to accomplish the goals established by the client and the counselor.
6. Placement and follow-up on a satisfactory job in line with the information and experience gained in Steps 1-5.

Section 6/Conclusions and Recommendations

This information in this chapter displays the range of formal vocational evaluation sites which are available in the Memphis area and the primary agency charged with the responsibility of assisting the handicapped individual through the process to gainful employment. The four evaluation sites have distinct characteristics and populations for which they are designed, ranging from a low level of potential vocational functioning to a completely normal level of vocational functioning.

The site serving those individuals with the most limited vocational potential is the Sheltered Occupational Shop. The test battery used at this site is designed to identify and measure the individual's work habits, physical capacity, general health, social maturation, manual skills, math maturation, and ability to follow directions. The evaluation and subsequent work adjustment period covers a span of 120 days, with the options at the end of this period being either competitive employment, sheltered workshop employment, sheltered work activities, or recommendation for involvement with an activity center not associated with the work setting.

Goodwill Industries is next in regards to the client's probable vocational potential. The evaluation format is as comprehensive as the Sheltered Occupational Shop service, yet the time span utilized to carry out the evaluation is much shorter and the tests used are more paper/pencil task oriented. The evaluation takes approximately four weeks and covers the client's work and academic skills leading to either additional work adjustment training or formal recommendations to DVR for appropriate skill training, placement, or counseling.

The evaluation carried out at Les Passees Rehabilitation Center is designed to be even more self-directed than the previous two evaluation sites. The evaluation period is between three to six weeks, the length of time depends upon the client. The evaluation is basically composed of the Tower and the Singer Graflex vocational evaluation systems, coupled with optional adult basic education program and counseling. The evaluation results are given to the client and his DVR counselor who then work for either additional training or placement.

The last site discussed, the Tennessee Employment Security Service, is primarily concerned with making the applicant aware of job openings in areas which the client has expressed an interest. Job counseling and administering of the GATB available, if deemed appropriate by the counselors. The entire process can take less than one day and is entirely dependent upon the client to be successful. The result is that the individual is made aware of job openings in the Memphis area in which he has expressed an interest and is responsible to follow-up on his own.

The final service described in this chapter was the Division of Vocational Rehabilitation (DVR), which is charged with the tremendous task of assisting all adult handicapped individuals, who seek their service, in identifying and meeting their vocational potential. The DVR provides or purchases diagnostic treatment, training, financial assistance for maintenance and transportation during training, counseling, placement and follow-up placement services. The length of time the process will take is dependent on the individual characteristics and needs of the client.

Of the three sites providing formal vocational evaluation, Goodwill Industries had served the largest number of hearing impaired individuals and had employed a counselor/interpreter to work specifically with the hearing impaired. Les Passees and Sheltered Occupational Shop had worked with only a few hearing impaired clients and, as such, had not developed any specialized staff or service for this population. The Tennessee Employment Service has served a significant number of hearing impaired individuals, however, they depended primarily upon the individual or DVR to assist in any communication problems. The DVR serves a large number of hearing impaired adults and, as such, has assigned a full time counselor to this population. In addition, a system of regional and state advisory councils has been developed to assist DVR in identifying and designing programs for the hearing impaired. The information gained from this chapter leads to four primary recommendations. First, the decision as to which evaluation site a hearing impaired student, leaving the MCS/HIP, would go to is a joint decision made by the DVR counselor, school staff, parent, and student. However, it would seem probable that the students in Track V (as described in the introduction of the project) would be evaluated at the Sheltered Occupational Shop or Goodwill Industries, students in Track IV would be evaluated at Goodwill Industries, students in Track III at Les Passees, and students in Tracks I and II, the Tennessee Employment Security Service. Further implications are that the students going to the various sites should have an understanding, beforehand, of what could be expected as a result of the service. Second, the data shows that the various sites will need some assistance from the school and/or the DVR counselor in understanding and communicating with the student. Third, in order to take full advantage of the evaluation results, a follow-up by the school and/or the DVR counselor should be done to determine the degree to which the evaluation recommendations are followed. Fourth, due to the numerous services which DVR provides and the demonstrated lack of understanding of these services on the part of past graduates, there is a need to teach the full range of possible involvement with DVR to hearing impaired students still in the school setting.

Chapter 5

PREVOCATIONAL COURSE OF STUDIES

Introduction

The preceeding four chapters have given the results of investigation into: the characteristics of the MCS/HIP graduates; current prevocational material, model programs, and existing vocational evaluation sites and services. In this final chapter, all of the previous information will be drawn together to form the basis for the proposed prevocational course of studies.

Section 1/Review of the Literature

The information gained through the review of the literature, relevant to the development of a prevocational curriculum, was limited. The lack of contributing information is due to the fact that the review was initially intended to identify research on the characteristics and needs of hearing impaired students who had graduated from a day class setting. No such studies were found, however, several were identified which were concerned with hearing impaired students from residential settings. The research gave the characteristics of the surveyed populations to be of little mobility in the job market, lower income than hearing peers, underemployment, primary upon speech for communication on the job, lack of utilization of vocational training from the secondary level and limited knowledge of the job market.

Vocational evaluation tools used with the hearing impaired were briefly discussed in the review. Several tests were repeatedly sited as being the best of the lot (i.e., Flanagan Aptitude, Classification Test, Flanagan Industrial Test, Crawford Small Parts Dexterity Test, Minnesota Clerical Test, Revised Minnesota Paper Form Board, portion of the GATB, and the California Picture Interest Inventory) yet none had the full confidence or unqualified recommendation of the studies reporting on them.

Section 2/Surveys

The surveys, though limited in scope, showed that 80% of the students were either employed or in vocational skill training. The characteristics of the respondents, in general, pointed out many implications which must be considered in the development of the proposed course of studies.

The major implications are:

1. need to develop independent living skills
2. need to develop independent job seeking skills
3. need to develop career awareness and career goals
4. need to emphasize the speech and speechreading abilities
5. need to develop skills in need attainment
6. need to develop more complete understanding of DVR services

Section 3/Prevocational Material

The basic assumption in this section was that the prevocational material would coincide with the needs of the students, as identified by the surveys, and the information gained from the site visits. The assumption was, for the most part correct, yet the material, as previously broken down in Chapter 2, had to be re-worked to fit the prevocational program needs as we now know them to exist. In the following pages the re-organized material is presented under the major headings of: Community Awareness, Community Services, Career Awareness, Getting a Job, Keeping a Job, Leisure Time Activity, Independent Living, Marriage and Family, Vocational Reading, and Vocational English. Under each heading the material which dealt with that topic and had the highest evaluations are listed and broken down as to the specific topics taught. In addition, the reading level of the material appears to the right of the numerical designation and titles of the material.

Number	Title	Evaluation
#78	Sign Language	4.37
#3	Rights and Duties of Citizens	3.16
#25	Where to get Help	4.25
#58	Where to Go, Who to See, What to Do	3.16
#42	The Step Method	4.66

A. Community Awareness:
1. Sign Language (signs in public places, streets, and highways)
1. A Good Citizen
2. Lil's Look at Your Family
3. Family Pictures
4. The Community
5. Rules and Laws
6. Responsibility
7. Free of Government
8. Citizens
9. How Well Do You Know Your Community

B. Community Services
1. Social Security Benefits
2. Medicare
3. Unemployment Compensation
4. Welfare
5. Food Stamps
1. How to Look at and Handle Your Problems
2. How to Obtain Social Services
3. How to Obtain Health and Medical Services
4. How to Obtain Employment Services
5. How to Obtain Legal Services
6. How to Obtain Recreational Services

C. Career Awareness
1. How to Set Goals
2. How to Analyze Goals
3. How to Solve Career Problems
4. How to Determine One's Own Career Interest and Qualifications
5. How to Achieve Career Up-grading and Develop a Positive Attitude
6. How to apply the Step-Method of Logical Thinking to all Personal-Social, and Consumer Related Problems

Number	Title	Evaluation	C. Career Awareness (Continued)
#38	Janus Job Planner	4.41	1. Interest 2. Experience 3. Work Conditions 4. Values 5. Pay and Expenses 6. Choosing 7. You and Your Attitude 8. Goals and Plans 9. Janus Job Guide
#59	The Job Box	4.41	For 70 different jobs The Job You Should Know These Things Classes to Take Can I get On-the-Job Training Where Can I find a Job More About the Job How Much Will I be Paid Where Can I Train for the Job People to See
#56d	Singer Filmstrips	3.91	What a Job Is Personal Abilities and Interest Job Families How Academics relate to Eventual Jobs
#36	Service Occupations	3.75	Introduction to Service Careers Jobs in Hospitals describes jobs Restaurants how to learn Transportation about these jobs Stores how to apply Home Aid how to talk with Building persons Materials what questions Service Bus to ask could you be a good worker how much have you learned things to talk and visit about
#50	Basic Skills on the Job	3.75	What Kind of Job Can You Choose What Can You Offer the World of Work What Does the World of Work Offer You
#37	Choosing a Job	3.75	Tennessee DVR, Information about Deaf People and Their Jobs (69)

Number	Title	Evaluation	D. Getting a Job
#39	Using Want Ads	4.58	Want Ads, all types and for all purposes
#26	A Step-By-Step Approach	4.50	Application forms
#57	Education Innovators	4.41	Unit 8, How to Get and Keep a Job (Requirements of some part time jobs in relation to one's ability Unit 9, Finding the Right Job
#1	Janus Job Interview	4.08	for 30 different jobs representing 15 United States job clusters (Career Awareness) 1. Job Ticket Book 2. Application for Employment 3. In-Service Form 4. In-Service Rating Sheet
#80	Working With Others	4.00	Finding a Job Opening Interviewing for a Job (and Vocational Test)
#12	My Job Application file	3.91	General application forms for 9 different jobs
#6	Janus Job Interview Guide	3.88	Do's and Don't's of Job Interview (one practice sheet for each of the United States job categories
#41	How to Get and Keep a Job	3.83	Planning to get a job Self-Inventory Social Security Card Collecting personal information Finding job information Reading help-wanted ads Knowing job market Using telephone and yellow pages Checklist Writing an application letter Completing the application form Taking Vocational Test
#68	Be Informed Series	3.75	Unit 7 - Finding a Job
#36	Service Occupations	3.75	How to fill out application forms How to read and understand classified ads and how to write letter answering an ad

Number	Title	Evaluation	D. Getting a Job (Continued)
#50	Basic Skills on the Job	3.66	1. Want Ads kinds of work skills needed where to get them job travel ads with jobs and salaries employment agency function benefits 2. Writing Neatly 3. Filling out a Job Application 4. Writing a Resume' 5. Figuring time on a Job 6. Measuring 7. Figuring Prices 8. Alphabetical Order 9. Filing 10. Reading Bar Graph 11. Making Bar Graph
#43	The World of Work	3.66	1. Where the Jobs Are 2. Choosing Your Job 3. State Employment Services 4. Private Employment Services 5. Reading the Ads 6. Other Ways to Find a Job 7. Jobs for Teenagers 8. Jobs for Mature Workers 9. Jobs for Handicapped Individuals 10. Job Training Programs 11. Apply for a Job 12. Interviewing for a Job 13. Getting Your Skills Across 14. Answering Problem Questions
#79	Unemployment is Non-Cents	3.62	Exercises in understanding what it takes to hold a good job Choosing the correct job Test State Employment Offices Job Application Interview/Appearance/Language Job form/Social Security/W-4 form
#5	My Job Interview Guide	3.50	What is a Job Interview) Finding a Job)for 9 Preparing for the Job)different Situation)jobs (Career Job Situation Skills Awareness)

Number	Title	Evaluation	
			E. Keeping a Job
#19	Work Rules	4.25	Rules of home, school, community, work, equipment, safety clothes, safety on the job, work time rules, work benefits rules
#62	Succeeding at Work	4.08	Making Friends at Work Good Manners at Work Learning More About Your Job Following Rules Keeping Safe at Work Keeping Healthy at Work Taking a Vacation
#23	Getting to Work	4.08	Importance of getting to work on time being at work what to do if he's ill or late
#80	Working with Others	4.00	Unit 3 - Getting Along on the Job Adjusting Keeping a New Job Handling Problems Developing and Using Good Work Habits Job Satisfaction Job Attitude Changing Jobs Employer Ratings
#33	How to Keep Your Job	3.83	1. Introduction/discussing employment in general 2. Profit and Loss 3. Fringe Benefits 4. Tangible Rewards(Bonus,Advancement, Salary) 5. Recreation 6. Unions 7. Sick Leave 8. Pay Check 9. Hours 10. Straight Time,Overtime,Piece work 11. Coffee Break 12. Safety and Proper dress 13. On-the-Job Information 14. Intangible Rewards 15. Tact 16. Practical Jokes 17. Speaking through proper channels 18. Confidences 19. Company Secrets 20. Respect for company property 21. Give and Receive 22. Acceptance of Criticism 23. Being Laid off 24. Personal Financing 25. Worthy Causes 26. Communication 27. Help keep your company running

Number	Title	Evaluation	Keeping a Job (Continued)
#41	How to Get a Job and Keep It	3.83	Unit 6 - After you get the Job your first job figuring wages keeping your job preparing for promotion planning job future
#29	Keeping that Job	3.75	Starting that New Job Right How a new person feels What to expect the first few days Employee work expectations Do's and Don't's to be a good employee Keeping that Job or Losing It Employer-Employee expectations Learning skill well Personal appearance Employee personality affects job Staying with that Job Why stay on the same job Temptations to leave Benefits References Job Hopping
#43	The World of Work	3.66	Unit 15 - Your First Day at Work 16 - Fringe Benefits 17 - Laws about Benefits 18 - Your First Pay Check 19 - What is a Union 20 - More about Unions 21 - Laws about Worker's Rights
#79	Unemployment is Non-Cents	3.62	Unit 5 - Keeping the Job Following directions Taking corrections Getting along with co-workers Interest in work Attendance Punctuality Willingness to work steadily How to quit your job

Number	Title	Evaluation	
			F. Leisure Time Activity
#57	Education Innovations, Inc.	4.41	Recreation and Leisure Time Making friends Discusses various kinds of recreation Dating etiquette How to get along with others
#56c	Singer Filmstrips	3.91	Hobbies and Interest possibly leading to a job
			G. Independent Living
#57	Education Innovations, Inc.	4.41	Signals are important(social cues) Using numbers as signals (street numbers, traffic controls) Using places as signals (office hours, admission time) Let's make a good impression The big department store Getting ready to live on our own
#22	Taxes	4.33	Taxes Federal Income Tax State Taxes Local Taxes Sales Taxes
#20	Trade Schools	4.00	Trade schools What they offer How to apply Stories about students in trade schools
#52	Basic Skills for Everyone	3.75	1. Weights and measures 2. Sizes 3. Figuring how much it costs 4. Making change 5. Figuring time and pay 6. Reading and writing 7. Using checks 8. Ordering by mail 9. Addressing an envelope 10. Abbreviations 11. Alphabetical order 12. Filing 13. Locating words in the dictionary 14. Using the telephone book 15. Understanding the yellow pages 16. Finding things in a newspaper 17. Help-wanted ads

Number	Title	Evaluation	
#52(Cont.)			G. Independent Living (Continued)
			18. Amusement ads
			19. Filling out printed forms
			20. Opening a bank account
			21. Applying for a library card
			22. Filling out multiple-choice forms
			23. Keeping a record
			24. Following recipe directions
			25. Reading a map
			26. Understanding a travel itinerary
			27. Reading a time table
			28. Reading a chart
			29. Reading a bar graph
			30. Reading a statistical table
			31. Making a chart
			32. Using a library
			33. Using the encyclopedia
#68	Be Informed Series	3.75	1. Personal credit
			2. Buying an auto
			3. Owning an auto
			4. Buying a house
			5. Personal insurance
			6. Renting a house
			7. Reading your newspaper
			8. Informed on taxes
			9. Informed on banking
#51	Basic Skills on Getting Around	3.50	1. Applying for driver's license
			2. Recognizing road signs
			3. Using parking meters
			4. Finding directions
			5. Map of United States
			6. Reading map of United States
			7. Using street maps
			8. Using a map scale
			9. Using a road map
			10. Reading transit map
			11. Reading time table
			12. Understanding travel itinerary
			13. Time zones
			H. Marriage-Family*
			Love
			What the word 'sex' means to the student
			Relationships-dating, petting, molesting, rape, etc.
			Intercourse-how sperm travels to the ovaries, conception, etc.-erection, etc.
			Inter-relationships between mates
			Life styles
			Adjustment between mates
			Inter-relationships between mates--decision making
			Birth control - ways to prevent pregnancy
			techniques - pill, diaphragm, foam, condoms
			sterility, vascetomy, hysterectomy, tubal ligation
			Test for cancer-Pap Test
			Venereal Disease
			Agencies for referral: Planned Parenthood Birthright, etc.

*Note: none of the prevocational material surveyed contained information on this topic, the above course outline is taken directly from the information gained from the Whitney Young High School (see appendix)

Number	Title	Evaluation	
			I. Vocational Reading
#55	World of Work	4.41	World of Work* Getting the job Keeping the job Advancing in the job *material consists of 50 stories covering the three main topics
#2	Career Awareness Program	4.25	15 sets of comic books featuring Popeye which covers the 15 job families as established by the United States Department of Health, Education, and Welfare. The comic book shows over 364 different jobs and their inter-related working
#24	The Work Series	4.16	How I Should Act at Work I should be clean and neat I should be friendly and polite I should help other people I should not complain I should not be silly at work I should not lose my temper at work I should stop rumors I should give some money to help other people I should pay back money that I borrow I should never lie I should never steal If my boss tells me I made a mistake, I should not get mad If I do not understand the work rules, I should ask my boss I should be careful with company property I should work when the boss is absent I should be proud of my work
#18	The Work Series	4.08	Easy to read stories about two boys. One who makes right decisions, one who makes wrong decisions in getting part time, then full time employment. Each segment covers: reading want ads going to state employment agencies personal data cards vocational rehabilitation counseling centers good work habits
			J. Vocational Math
#21	The Work Series	4.25	Payroll Deductions and Company Benefits

Number	Title	Evaluation
#80	Working with Others	4.00
#46	Vocational English, Book 1	3.58
#47	Vocational English, Book 2	2.75
#48	Vocational English, Book 3	2.66

J. Vocational Math (Continued)

Unit 4 - It's Payday
- Closer look at pay check
- Understanding deductions
- Figuring Net Pay

K. Vocational English

Why the worker needs English
Using the Dictionary
Understanding sentences
Avoiding common mistakes
Expressing yourself
Building paragraphs
Writing friendly letters
Learning technical and general forms

How to succeed at your trade
The Dictionary
Communication
Common mistakes
The Trade magazine
Expressing yourself
Business forms
Getting along with people
The use of leisure time
Word study

Gaining reading skills
Getting the most from your newspaper
Another look at words we use
Using the library
Business letters
Parliamentary procedure
Building vocabulary
Straight thinking
Industrial and business forms
Job planning

Section 4/Site Visits

This section dealt with the information gained by visiting the two sites dealing with hearing impaired student in the day class setting. Both settings demonstrated a specific sequence of courses necessary for graduation and both had a similar prevocational program, containing courses in: Community Awareness, Independent Living Skills, Career Education, and Work Experience. Both sites had large staff containing a significant number of hearing impaired individuals at all levels, and an extensive involvement with Vocational Rehabilitation in the pre-vocational preparation and subsequent post-secondary services. Other identified findings included the use of telecommunications in the school setting, interpreters to assist in mainstreaming, speech therapists and audiologists to aid the students with hearing and speech, and on-site psychological services for academic and evaluation and involvement when possible, within the vocational setting.

Section 5/Evaluation Sites

This section described the options available for vocational evaluation and services to handicapped individuals in the Memphis area. The site serving the most severely handicapped was identified as the Sheltered Occupational Workshop with the Tennessee Employment Service serving the other end of the spectrum. The information gained from the sites was used to identify which locations would be best to work with the students at the identified Track levels (i.e. Track V - Sheltered Occupational Shop; Track IV - Goodwill Industries; Track III - Les Passees; Tracks II and I - Tennessee Employment Service) and the need to work with the Division of Vocational Rehabilitation to assist the various sites in their dealings with the deaf.

Section 6/Prevocational Curriculum

The material presented in this section represents the bringing together of all the previous findings in this project. These findings were used to put together the following course of studies and program descriptions, the results are incomplete, yet are all that could be drawn from the material presented in this Project. The following six pages present the prevocational course of studies developed and recommended by this project.

A. Course Outline

7th. grade

1. Community Awareness
*2. Communication
3. Language/Reading
4. Math Computations(+,X,$\frac{1}{7}$)
5. Activity Period
6. P.E.

8th. grade

1. Community Services
2. Language
3. Reading
4. Math Computation and Word Problems
5. Activity Period
6. P.E.

**9th. grade

1. Career Awareness
2. Math Consumer
3. English/Reading
4. Social Studies
5. Science/Health
6. 1 Elective

10th. grade

1. Getting a Job
2. English/Reading
3. Math, Consumer
4. 1 Elective
5. (Vocational experience, at
6. Vocational Center(East Voc-Tech)

11th. grade

1. Keeping a Job
2. English/Reading
3. Leisure Time Activity
4. 1 Elective
5. (Vocational Experience,
6. (at Vocational Center (East Voc-Tech)

12th. grade

1. Communications
2. Independent Living
3. Marriage and Family
4. English/Reading
5. (Work Experience

*The (mark indicates that the course would be taught on alternating schedule
**at this level the students are placed into the Track system as described in the introduction to the project.

Rationale:

The courses designated at the various grade levels reflect the information in the preceeding four chapters. In this program the hearing impaired student entering the Junior High School setting (grade 7) is first exposed to a battery of courses which will establish a basis of academic skills and prevocational account on which the summary of four years is built.

B. Course-Description

1. Community Awareness/7th grade
   #78 all
   #3 all

2. Community Services/8th grade
   #25 all
   #58 all

3. Career Awareness/9th grade
   #42 all
   supplemented when necessary with #38 and #59

4. Getting a Job/10th grade
   #39 all
   #26 all
   #57 - Unit 8 and Unit 9
   #1 all
   (supplemental material #80, 12, 6, and 41)

5. Keeping a Job/11th grade
   #19 all
   #62 all
   #23 all
   #80 all
   (supplemented when necessary by #33 and #41)

6. Leisure Time Activity/11th grade
   #57, Unit 9 and 10
   #57c, "What do you like to do?"

7. Independent Living/12th grade
   #57, Units 1-7
   #22 all
   #20 all
   supplemented when necessary by #51, 52, 68

8. Marriage and Family/12th grade
   exactly as noted in Chapter 5, Section III, H.

9. Communication/7th grade and 12th grade
   None of the material studied or sites visited yielded information specific to this course. The assumption is that in the 7th grade, the Hearing Clinician (Speech Therapist) working with the secondary level hearing impaired students will design a course based on their communication abilities and projected needs. The students would receive constant therapy, on a need basis, throughout their years in school, yet in the 12th grade the communication class would be taught by the Prevocational Education teacher and the Hearing Clinician. The emphasis would be placed upon communication need, situations in the community, on the job, and use of telecommunications device (MCM).

*10. Vocational Experience Classes at Vocational-Technical Center/10th and 11th grades
   This program is part of the Memphis City Schools Comprehensive Vocational Education System. Students are bused from academic

only schools to the designated vocational centers where they receive intensive skill training in a wide variety of skills. White Station High (where the MCS/HIP secondary level is located) is paired with East Vocational Center, therefore, our students attend this setting. (See appendix for description of services and classes available.)

*Note: The Vocational Experience classes and the Work Experience classes are primarily designed for students in Tracks III and IV. For students in Tracks I and II these classes are optional, they can elect to take academic classes with non-hearing impaired students in their place. For students in Track V, the classes are irrelevent due to the fact that this time (age 17 years or approximately 10th grade) they will be headed towards an intensive vocational evaluation as described in Chapter IV, Section I.

11. Work Experience Class/12th grade

None of the materials submitted dealt specifically with this topic, nor did any of the sites visited have any formal, written course of studies for work experience, yet the need for this experience is unquestionable. A study by George Fillendorf and others, sponsored by the Alexander Graham Bell Association and the American University, titled Diversifying Job Opportunities for the Adult Deaf, gives some excellent information and suggestions for developing a work experience program and job placement for the deaf. The information, specific to the proposed work experience course of studies is:

...job development refers to those activities involved in determining potential sources of employment for deaf workers and in making contacts with employers to introduce them to the idea of considering deaf applicants

...three aspects of job development are discussed. The first describes job development strategies now being used by counselors working with the deaf. The second suggests activities that might be undertaken by a job development specialist to widen the range of job opportunities for the deaf. The third describes occupational and industrial information sources which are now seldom utilized which could be extremely useful in job development...

Job Development Strategies Now Used:

1. Know an employer's needs specifically before making the initial contact...
2. Establish close contacts with trade schools and vocational centers...
3. Know which employers have hired deaf workers...
4. Use testimonials/recommendations from employers who are well pleased with their deaf employees...
5. Be a "joiner". Take active part in social and civic activities, especially those that involve people in the busines community

6. Be thoroughly familiar with all the different means available for subsiding employment.. i.e., training or trial period subsidies, provision of tools, specialized training, etc.
7. Start with top management when the organization is large enough to have a number of suitable job openings
8. Appeal to the employer's sense of social responsibility

Useful Aides in Job Development

...1. Employer Information file
2. Techniques of In-Plant Observation
3. Sources of Occupational Information
4. Sources of Local Labor Market and Industrial Trends Information, and
5. The Potential Uses of the Job Bank Concept

Developing an Employer Information File

The primary value of systematically collecting information on firms which are potential employers of the deaf is that it can diversify job opportunities and at the same time assure the continuity of vocational rehabilitation services to the deaf.

Gathering Employment Data Through In-Plant Observation

...What should the job developer/observer look for when sizing up an establishment?

...1. Is there something about the job which would make it especially suitable for a deaf worker
2. When observing a particular job in a firm, the basic question always is: Can this job be done by a deaf worker, i.e., are hearing and talking really necessary...

Job Training and Instruction

...Can the job be learned primarily through observation?
...What kind of equipment is being used?
...How complex are job instructions?
...How are instructions given?
...How often do job instructions change?

Supervisory Modes

...How does the supervisor/foreman relate to his staff?
...Does the supervisor seem to be a patient, methodical person?
...Does the supervisor seem to place a high value on rapid, verbal interchanges?
...Is the supervisor highly production conscious?

Co-Worker

...Are there any handicapped people employed?
What are their handicaps?
What do they do?
What seems to be the attitude of the other workers toward them?
...Are there other deaf employees? What do they do? What communication mode do they use on the job? Are there indications of relative isolation?

...How much information do the other workers have about deafness? Do any of them have deaf relatives? What seems to be the attitude of the others toward deafness?

...How quickly are new workers accepted by the old employees? What are the characteristics of the workers that are quickly accepted?

...How much socializing goes on in the plant/office?

Problems of Safety and Work Experience

...Are the warning systems exclusively auditory?

...Do employers rely on loudspeaker systems to locate employees or convey information?

...How extensively are visual communication modes used?

General Information on Operating Procedures

1. Exact location of plant and the most efficient access routes
2. Availability of public transportation
3. Hours of operation, shift schedules
4. Pay rates, methods of payment
5. Extent of unionization
6. Types of workers employed
7. Worker recruitment methods
8. How employees are selected
9. Extent and nature of in-plant training
10. How workers are transferred or promoted
11. Seasonality of employment
12. Market factors affecting permanency of employment

Occupation Information/Sources

*The D.O.T....Dictionary of Occupation Titles, published by the Manpower Administration of the United States Department of Labor...two supplements to D.O.T....Selected Characteristics of Occupations...Selected Characteristics of Occupations by Worker Traits and Physical Strengths... The Occupational Handbook Series

*Note: these sources of occupational information are described in detail in Chapter 2, #63-66

...Many State Employment Security Offices have prepared local and state occupational guides and area occupations projection surveys.

The information given under the heading of Work Experience class is far from complete, yet it does provide relevant information from which an effective program could be developed. One aspect of the work experience setting, taken from the SELACO site visit, is the requirement that the students in this setting keep a logbook to record their daily activities and language needs. This log would be used by the work experience teacher, the hearing clinician, and the English teacher to structure and align their instruction to meet the needs of the students in the particular work experience setting.

The actual work experience setting will be jointly decided upon by the student, his parent, the work experience (prevocational teacher), and the Hearing Impaired Program Vocational counselor. By the time this decision is made, towards the end of the 11th grade, the student and staff will have developed vocational goals and decided upon job families which interest him the most. Based upon this vocational preference and understanding sophistication, an appropriate work experience setting will be identified and developed for the student. Follow-up during the work experience setting will be provided primarily by the work experience teacher and the HIP

vocational counselor in a manner similar to that of the procedure used at the Whitney Young Magnet High School.

It is recommended, that from the 9th grade to the 12th, a portion of the reading work be devoted to material which compliments the prevocational course of studies. In this light, the following prevocational reading materials are recommended:

9th grade Prevocational Reading #2
10th grade Prevocational Reading #55
11th grade Prevocational Reading #24
12th grade Prevocational Reading

the student should be exposed to reading material relevant to his work experience setting

13. Vocational Math)
14. Vocational English) these two areas were completely out of the realm of the scope of the project

Rationale:

The course descriptions listed in this section represent the best materials covering the areas which the previous sections proved to be relevant in the prevocational preparation of the secondary level students in the MCS/HIP. In reviewing the courses, it is easily seen that the areas of Career Awareness, Getting a Job, and Keeping a Job are in good shape. The areas of Independent Living, Leisure Time, Community Awareness and Services are fair but need improvement. The areas of Communication and Marriage and Family, and Work Experience need a great deal of work.

The course descriptions represent a logical progression of studies based upon proven needs and utilizing the best available material.

C. Staffing

In order to carry out the described prevocational course of studies a minimum of 1 full time prevocational (work experience) teacher, 1 full time prevocational counselor, 1 hearing clinician, and 2 interpreters would be required. The staff to teach the academic classes and vocational experiences at East Voc-Tech would be in addition.

D. Evaluation

The area of adequate prevocational and vocational evaluation for the hearing impaired remains the most frustrating part of the Project. The existing vocational sites do a very good job for their primary evaluation population, in that the hearing impaired represent such a small part of the total number of clients evaluated, and the lack of valid tests, this will remain an area of need for a long period of time to come. Perhaps with the current development and modification of material like Project Discovery (#31 in Chapter 2) this area will be improved.

E. Conclusion and Recommendations

A great deal of time, work, and expense has been invested in this Project. The end result is meant to be an organized, logically developed beginning in the area of prevocational education for the secondary level hearing impaired student in the public day class setting, specifically, that of the MCS/HIP. The ultimate success or failure of this project will not be known until the proposed course of studies has been implemented for a number of years. However, the material presented does provide a format to be used and has identified relevant material to be implemented in the

course. As such, it has met the goals for which it was designed and, therefore, is deemed a qualified success. Additional work in this area is needed in order to fill in the gaps and expand on the limited amount of data available on the secondary level, hearing impaired students being served in a public day class setting.

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APPENDIX

A. Readability Formula That Saves Time

B. SELACO

C. Whitney Young "Magnet" High School

D. Sheltered Occupational Shop

E. Description of Vocational Class Options at East High Comprehensive Vocational School

Adapted from-

"A READABILITY FORMULA THAT SAVES TIME"

By Edward Fry

The readability Graph presented in this article is aimed at the United States educational scene. The grade level designations are for America; the simplicity is a need that Mr. Fry felt was universal.

Directions for using the Readability Graph:

1. Select three one-hundred word passages from near the beginning, middle and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hun dred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.

3. Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound: for example, cat (1) blackbird (2), continental (4). Don't be fooled by word size: for example, polio (3), through (1). Endings such as -y, -ed, -el, or -le usually make a syllable, for example: ready (2), bottle (2). It is convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.

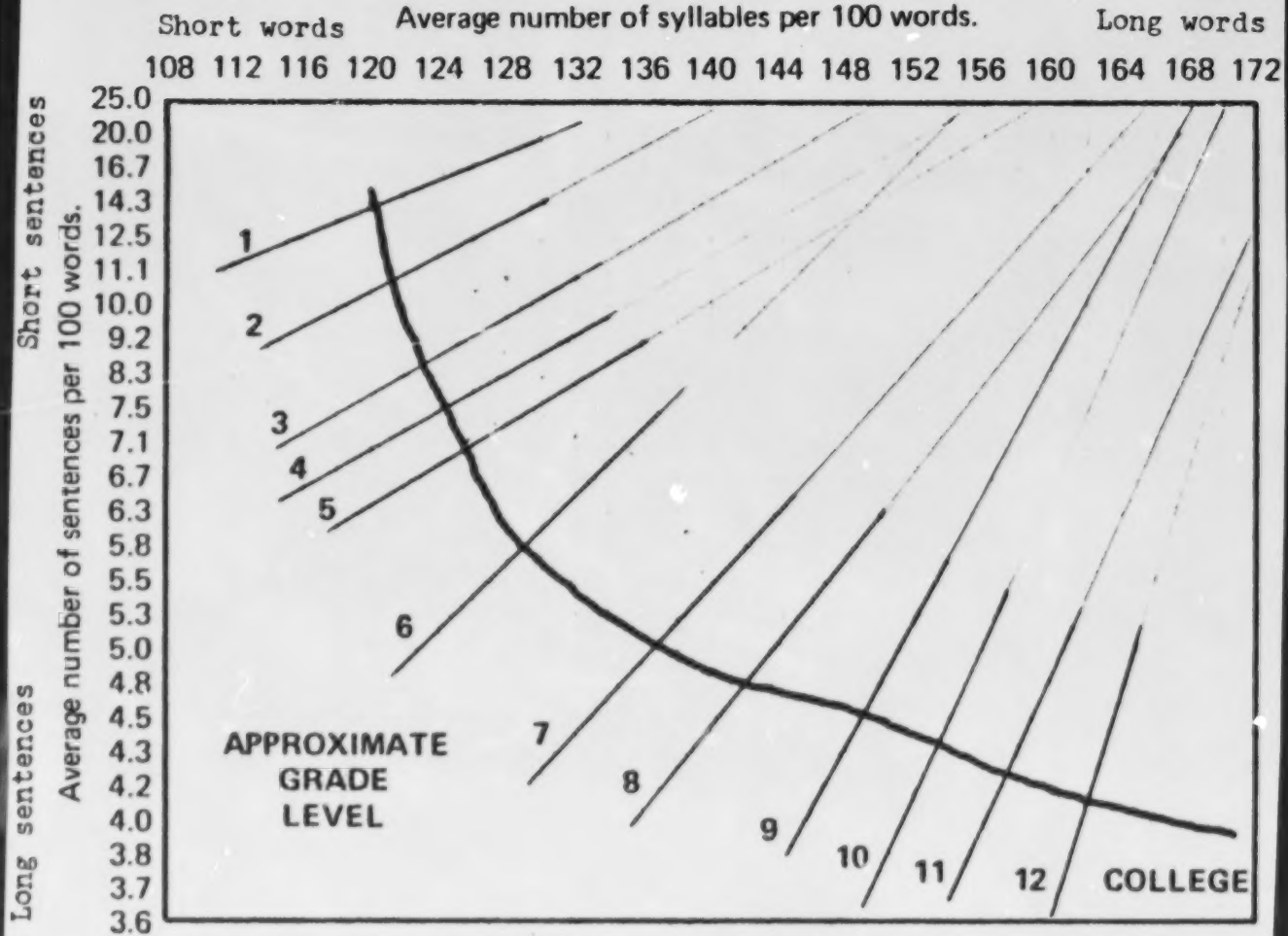
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Diagnonal lines mark off approximate grade level areas.

EXAMPLE

	Sentences per 100 words	Syllables per 100 words
100-word sample Page 5	9.1	122
100-word sample Page 89	8.5	140
100-word sample Page 160	7.0	129
	3) 24.6	3) 391
	8.2	130

Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

GRAPH FOR ESTIMATING READABILITY



by Edward Fry, Rutgers University Reading Center

Note: The Readability Graph is not copyrighted. Anyone may reproduce it in any quantity, but the author and the editors would be pleased if this source were cited.

E. A. Fry, "Readability Formula That Saves Time," The Journal of Reading, XI, (1968), 7.

PHILOSOPHY OF

SOUTHEAST LOS ANGELES COUNTY

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The SELACO program for deaf and severely hard of hearing students was established in 1969 to serve those hearing handicapped children of secondary age residing in twenty school districts of southeast Los Angeles County who were in need of special class placement. The program is operated by the Office of the Los Angeles County Superintendent of Schools on two campuses of the Downey Unified School District, Downey Senior High School and South Middle School.

The inauguration of the SELACO program was the result of the desire of parents and school people to provide a centralized program of instruction for hearing handicapped students in grades seven through twelve, which would meet the criteria established in A Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California and would follow the recommendations contained in the documents, Education of the Deaf, and the report of the National Conference on Education of the Deaf, held at Colorado Springs, Colorado, April 1967, issued by the Secretary of Health, Education and Welfare, United States Office of Education.

The specific objective of the program as listed in A Plan for Education of Secondary Deaf and Severely Hard of Hearing Students in Southeast Los Angeles County is to initiate a program which will provide for students:

1. Opportunities for special class, resource room and integrated educational settings as individual needs dictate.
2. A teaching staff with specialties in each of the academic areas, in vocational education and with competency in education of deaf and hard of hearing students so that a full range of secondary courses may be offered.
3. Guidance and supervisory staff appropriate to the size of the program.
4. Physical facilities and equipment which meet the needs of secondary handicapped students.
5. A variety of instructional techniques and programs planned to develop maximum ability to function in an adult world.
6. A program of vocational habilitation and work-study sponsored cooperatively by the Los Angeles County Schools and the California State Department of Vocational Rehabilitation.
7. A program of extracurricular activities.

Our philosophy at SELACO is the aspect of Total Communication. This means that in communicating we will use every device available; speech, speechreading, finger-spelling, sign language, the use of residual hearing and various forms of media.

The most significant advantage accruing to a large secondary program for the deaf is that it is economically feasible to provide full-time personnel in supervisory and supportive staff positions. The SELACO program provides a full released-time teacher-coordinator at each site, whose principal duty is the supervision of instruction. The two schools share the services of an administrator. The program also shares with other county operated classes for the deaf the services of an educational audiologist, a psychologist and nursing services. SELACO also has a full-time vocational rehabilatation counselor to assist in evaluation and placement of pre and post graduate students.

The SELACO program is essentially a conventional special day class program, in order to accomplish the task of overcoming the deficiencies in academic achievement experienced nationwide by deaf students, an entirely new approach must be taken to the education of the deaf. This involves critical examination of organization, teacher roles, media/learning, behavioral objectives, work experience, vocational training and an individualized organized curriculum.

We will attempt to expose each student to every means available to him for effective communication with his fellow humans, for the development of inner-language concepts, for increasing his store of knowledge of himself and of the world in which he lives, and for the development of social skills. The SELACO program shares these goals of education in general; the instructional program for the education of deaf children should contribute to their development of:

1. Knowledge, skills and attitude necessary for educational achievement.
2. Self-realization.
3. Proper human relationships.
4. Economic efficiency.
5. Civic responsibility.[1]

The secondary curriculum for deaf students extends and builds on the foundation of knowledge, skills and attitudes which has been laid in the elementary school. The SELACO

1. A Guide to the Education of the Deaf in the Public Schools of California. California State Department of Education, Sacramento, 1967.

program is concerned with the following basic skills:

1. Auditory Training. Each student who can benefit from it is provided with a high quality, radio frequency free-field receiver with custom-fitted ear molds. Each staff member has the responsibility of aiding the student in securing the greatest possible benefit from educational amplification.
2. Speechreading. It is expected that all students have had extensive training in speechreading at the elementary level, but the classroom teacher has the responsibility of presenting new language and vocabulary systematically to develop speechreading skills to a high degree.
3. Speech. Speech therapists work with all students in groups and on an individual basis to ensure the continued development of understandable speech and assist the teachers in the classroom speech and language development program.
4. Language. This most basic skill received the attention of the entire staff in all areas of instruction. All educational strategies have as a basic goal, the development and utilization of appropriate, correct language.[2]

2. Ibid.

GOALS FOR SELACO

1. Design a systems based curriculum for all deaf, hearing-impaired students, between the ages of eleven and twenty-one residing in the SELACO attendance area which will provide individualized learning experiences that will develop maximum ability so the student may function in the adult world.
2. Provide psycholinguistically based learning experience for the development of symbolic communication skill utilizing speech, speech reading, audition, writing, reading and manual communication.
3. To develop administrative practices and organizational structures which facilitate the instructional program on a basis of research in education and the behavioral and related sources.
4. To maintain a highly competent teaching, guidance, support and supervising staff.
5. Utilize educational technology appropriately.

GOALS FOR SELACO

1. Design a systems based curriculum for all deaf, hearing-impaired students, between the ages of eleven and twenty-one residing in the SELACO attendance area which will provide individualized learning experiences that will develop maximum ability so the student may function in the adult world.

   1.1 Sub Goal:

   Staff members will develop courses of study that will provide for individual differences in subject areas.

   1.1.1 Objective:

   Individualized courses will be available to students in all special areas.

   Criteria:

   a. Teachers will write programs and develop courses for individual instruction.
   b. Programs for individual instruction will be prepared.
   c. Workshops and in-service training will be offered.
   d. Students will use the programs of individualized instruction.

Verification:

a. By pre- and post-tests adjusted to individual needs.

b. Students will successfully enter courses at post-secondary level, or obtain employment.

1.2 Sub Goal:

Vocational and work experience opportunities will be provided.

1.2.1 Objective:

Students will be able to enter into full-time employment upon completion of their vocational training or work experience program.

Criteria:

a. Non-college bound students will be considered for placement into a vocational or work experience program.

b. Vocational training will be provided at Valley Vocational Center and San Gabriel Valley Workshop.

c. Students will receive off-campus work experience training.

d. The Department of Vocational Rehabili-

tation will assist in the selection and placement of students in the training programs and will monetarily support the programs.

e. Teachers will accompany and assist the students in the training programs.

f. Teachers in SELACO will design a course of study that will academically support the vocational training and work experience programs.

Verification:

a. Successful placement into employment.

1.3 Sub Goal:

The student will develop self-identity and a satisfying self-concept which will enable him to respond and to positively interact with others by providing the opportunity for students to:

a. Participate in extra curricular activities.

b. Explore the areas of the fine arts.

c. Demonstrate independent initiative.

1.3.1 Objective:

Each student will be able to select areas of interest they wish to participate in for

after school activities.

Criteria:

a. Develop physical power, endurance, stamina, agility, coordination, and a sense of balance.

b. Develop physical and social skills which permit participation in wholesome physical recreation.

c. Joining in physical activities.

d. Develop concepts and habits of healthful living.

Verification:

a. By checking enrollment in activities.

1.3.2 Objective:

Each student will be able to explore art forms within integrated classes or his environment.

Criteria:

a. Develop self-expression in a variety of plastic and graphic media.

b. Develop skill in playing tonal or percussion instruments.

c. Expressing emotion through movement.

d. Develop aesthetic values for judging

the environment of color, form, and sound.

Verification:

a. Work samples.

b. Behavior observation.

c. Self-appraisal data.

d. Any other appropriate measurement.

1.3.3 Objective:

Each student will be provided with the opportunity to develop independent initiative.

Criteria:

a. Participate in student government.

b. Participate in the selection of classes.

c. Participate in the planning of social and club activities.

d. Develop the ability to plan for themselves.

Verification:

a. Check on participation.

b. Behavior observation.

c. Work samples.

d. Self-appraisal data.

e. Any other appropriate measure.

2. Provide psycholinguistically based learning experience for the development of symbolic communication skill utilizing speech, speech reading, audition, writing, reading and manual communication.

2.1 Sub Goal:

Improve speaking and speech reading skills of all students.

2.1.1 Objectives:

Students will measureably improve their speaking and speech reading skills.

Criteria:

a. Speech reading for students.

b. Staff members will speak at all times to the students.

c. Students will be encouraged to use their speech at all times.

Verification:

a. Pre- and post-video will be used for measuring changes.

b. Speech Reading Test will be administered to students participating in the speech program.

c. Individual articulation tests will be given by the speech specialist. Each

student will be provided with the opportunity.

2.2 Sub Goal:

Each student will be provided with the opportunity to achieve maximum benefit of his/her residual hearing.

2.2.1 Objective:

Students will be able to communicate more effectively by use of residual hearing.

Criteria:

a. Phonic ear is provided for each student that may benefit from its use.

b. Audiological testing and supervision will be provided.

c. Use of individual hearing aids where recommended.

d. Student will wear amplification devices when required.

e. Teachers will use microphones of phonic ear system.

Verification:

a. Through testing procedures the audiology department will establish a criteria for improvement.

b. Students will be observed wearing amplification devices.

c. Teachers will be observed using the phonic ear microphone.

2.3 Sub Goal:

Students who do not possess understandable oral communication ability, as judged by lay listeners, will be provided training in classes designed for manual communications.

2.3.1 Objective:

Students will be able to communicate more effectively by the use of manual communication.

Criteria:

a. Classes will be offered with a curriculum designed tc teach signs and fingerspelling.

b. Pre-tests will be used to place students in class who may profit.

Verification:

a. Pre- and post-video will be used to measure changes.

b. Teacher designed tests for receptive and expressive skills will be used.

c. Observation of the student in his

communication.

2.4 Sub Goal:

Design a curriculum for hearing-impaired secondary age students that will develop minimum reading proficiency.

2.4.1 Objective:

Plan, design and implement a reading program at SELACO, which will increase significantly the reading proficiency of secondary hearing impaired students.

Criteria:

a. Curriculum design will follow instructional analysis procedures.

b. All materials used will be provided by SELACO.

c. Reading program must be appropriate for hearing impaired students.

d. Teachers will use performance objectives as part of the program.

e. Teachers will be in-serviced.

f. Materials will be developed.

Verification:

a. Achievement gain will be determined by S.A.T. pre- and post-tests. Tests

will be given each year.

b. Any other test that is appropriately designed for measuring reading im-

3. To develop administrative practices and organizational structures which facilitate the instructional program on a basis of research in education and the behavioral and related sources.

3.1 The following objectives will be ranked in order of action by school committee evaluation. Administrative objectives should be added to, changed, or deleted as they reflect on school policy and student, parent, and staff needs.

3.1.1 Formation of parent groups and provision for parent involvement in the educational program.

3.1.2 Establish and use communication channels.

3.1.3 Leadership in the exchange of information and coordination of activities.

3.1.4 Active participation in staff activities in Los Angeles County.

3.1.5 Exchange professional information, maintain and improve standards of program quality and service to pupils.

3.1.6 Obtain information about policy and law

related to special education.

3.1.7 Plan for program development.

3.1.8 Maintain communication and coordinate services concerning special education students and programs.

3.1.9 Utilize research in special education.

3.1.10 Develop model deaf programs.

3.1.11 Establish school as a demonstration school.

3.1.12 Disseminate professional articles dealing with deaf education.

3.1.13 Assist teachers in publicizing their program.

3.1.14 Establish a comprehensive list of division performance objectives derived from approved Los Angeles County Schools goals.

3.1.15 Establish instructional systems designed for each class.

3.1.16 Meet expressed needs of individuals for inservice programs.

3.1.17 Orientation and placement of student teachers in special education programs.

3.1.18 Establish and maintain proper admission and dismissal procedures.

4. To maintain a highly competent teaching, guidance, support and supervisory staff.

4.1 Sub Goal:

Develop pre-service and in-service educational programs for all staff members.

4.1.1 Objectives:

To meet expressed individual needs for in-service of all staff members.

Criteria:

Specified objectives for pre-service or in-service will be met by the following criteria:

a. By receiving input from individual staff members.
b. By developing in-service that will result in program improvement.
c. By providing in-service that make ancillary service more profitable to teachers.

Verification:

a. By reviewing the records of the presentation.
b. By reviewing the staff's evaluation.
c. By having observers indicate if requirements are met.

4.2 Sub Goal:

Improve manual communication skills of all staff members.

4.2.1 Objective:

All staff members will be able to join professional organizations that require proficiency in the use of manual communication.

Criteria:

a. Manual communication classes will be provided for training staff members.

Verification:

a. Successful use of manual communication with hearing impaired individuals.

5. Utilize educational technology appropriately.

5.1 Sub Goal:

5.1.1 Objectives:

All teachers will be provided with proven instructional media (both software and hardware) that will be utilized as instructional components in the school setting.

Criteria:

a. Material will be provided by SELACO.

b. Teachers will use media.

Verification:

a. By observation.

b. By review of scheduled in-service.

c. By teachers' evaluation of in-service.

5.2 Teachers will teach using the current proven teaching strategies.

5.2.1 Objective:

Teachers will implement the latest teaching strategies in their teaching areas. Such as individualization, team teaching, programmed learning, peer teaching, etc.

Criteria:

a. Teachers will be provided with workshops.

b. Consultant should keep staff aware of latest strategies.

c. Administrators will plan with teachers the strategies to be used.

Verification:

a. By observation.

b. By review of workshop presented.

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COURSE OF STUDY - VOCATIONAL EDUCATION

INDEPENDENT LIVING SKILLS

Orientation (2 days)

What will be covered in the course
Evaluation-student expectations and teacher expectations

Sewing Course (2 weeks)

Measurements and reading clothing labels
(XL, L, M, S)
Pants-waist and inseam
Shirts-collar and sleeve length, etc.

Shorten cuffed pants
Mend a french seam (shirts)
Shorten a long sleeved shirt
Reverse collars on shirts
Buttons and button holes
Replace a broken zipper
Side seam alterations
Mend a knit run and polyester snag

Cooking Course

Brief and basic nutrition and food groups
Menu planning within a budget
Safety
Brief study of unit pricing-comparison shopping
How to cook low cost meals
Manners associated with eating, serving, and entertaining
Food storage - freezing and refrigeration
Barbecuing
How to buy and select meats, fruits, and vegetables
Dating on food labels

Home maintenance and repair course (4 weeks)

Plumbing (1 week)
Tools
Silicon tape
Install new faucet washers
Types of pipes (plastic, copper, galvanized)
Trouble shooting toilet problems
How to shut off water at the house
Leaking hot water heater
Pilot lights
Alternative names for restrooms
Household cleaners and how to use them
Safety

Electrical
- Repair of a cord - new plug end
- Electrical tape and wrapping wires
- Reset buttons
- Safety - grounding
- Replace light fixture
- Replace wall switch
- Replace wall plug
- Light bulbs - evaluating needs
- Replace tubes in fluorescent lights
- How to shut off electricity at the house
- Replace starters in fluorescent lights

Painting (1 week)
- Types of paints - (epoxy, latex, oil base - spray, lacquer, wood stains)
- Types of brushes
- Types of thinners
- How to clean and store the above items
- How to prepare surfaces
- Refinishing old furniture
- Types of abrasive - (sand paper, rubbing compounds, etc.)
- Safety

Use of Tools
- Types of hammers
- Types of nails - How to nail
- Types of screwdrivers
- Types of screws - how to use them
- Types of saws - how to saw
- Types of drills (power and hand) how to drill
- Types of glue - how to glue
- How to plane a surface
- How to sand (power sander, hand sanding covered above)
- Safety

General car maintenance
- How to change your oil
- Disposal of oil
- Kinds of oil
- Kinds of gas - how to ask for the above
- Battery
- Changing a tire
- Call stations on the freeways
- Shut off horn
- Radiators
- How to get help in an emergency
- Safety

General home gardening
- General care of lawns
- General care of plants (shade and sun)
- General care of potted plants
- Types of soils
- Insect killing types and use of sprays
- Fertilizers
- Tools
- Safety

Leisure time activities
- Self-improvement
  - Adult Education
  - Community College
  - University
- Recreation - within your budget
- Making reservations - how to
- Ticketron
- Exercise and general health care
- Where to obtain leisure time activity information

Job Related Activities
- Self-evaluation
- How to acquire necessary skills to get the job you want
- 15 job clusters
- How to find a job
  - Letter of application
  - Newspapers
  - Family and friends
  - Vocational Rehabilitation
  - Employment agency
  - Interview
  - School
- How to fill out applications
- How to apply - job interviews
- Attitudes
- Payroll deductions
- Gross pay
- Deductions
- Net pay
- Income tax
- Social Security
- Fringe benefits
- Unions
- Credit Unions
- Vacations
- Sick leave
- Seniority systems

*Please Note: Units listed are not in order of presentations, this will vary with each class.

PHILOSOPHY

It is the aim of education to promote a constantly improving democratic society in which goals and techniques of attainment are re-evaluated and expanded as societies needs and wants change, be they moral, ecomonic or political. Therefore, the school must remain active and innovative and an integral part of the entire community. Whitney M. Young High School recognizes that each student is unique in his own creativeness and humaness and should be stimulated to reach his maximum potential for growth and change. At Whitney Young High School we will assist each student to discover, develop, and extend his talents and express his individuality. This can only be done by providing an environment conducive to intellectual growth and social interaction and through the extensive utilization of available resources as the student is guided through a wide range of academic disciplines wherein he may expand his horizons. Utilization of community resources is particularily necessary; cooperative ventures between Whitney Young High and the Medical Center, Circle Campus, and Malcolm X Community College will enable Whitney Young to further its educational capabilities in the area of health and related sciences.

Since Whitney Young High School shares the responsibility for the development of the student with the family and other agencies, dialogue between school and community, between individuals within the school, among groups and agencies, and among cultural groups must be maintained.

OBJECTIVES AND GOALS

As the teachers and staff at Whitney M. Young High School seek to develop and extend the foregoing philosophy, the following objectives and goals clearly become manifest.

I. At Whitney M. YOung High School we will assist each student to develop a positive self-image and to fully develop his unique potential by:

   A. Maintaining a humane/personalized learning climate.
   B. Providing a variety of courses so that each student can test and satisfy his needs and abilities.
   C. Providing a variety of materials and methods to allow for individualization of instruction.
   D. Using variable groupings and instructional patterns such as differentiated staffing, independent study and flexible scheduling.
   E. Providing resources and services necessary to reinforce classroom instruction.
   F. Utilizing the total resources of the community in student development including the facilities of the Medical Center, the University of Illinois Circle Campus, and Malcolm X Community College, especially as these facilities relate to an expanding and evolving science and medical arts program.

II. At Whitney Young we will help each student to formulate and achieve realistic goals with increasing self-direction by:

   A. Providing the spirit of cooperation, responsiblity, compassion, understanding and tolerance necessary for the development of a well-adjusted personality.
   B. Helping each student to assess his needs, abilities, and interests so that he may participate in the decision making process regarding his educational goals.
   C. Providing opportunities for developing skills that could lead to economic independence.
   D. Providing career informationa and guidance in making educational/vocational choices in high school and beyond.

III. At Whitney Young we will help develop human relations skills, humane values and moral and ethical characteristics and personality traits necessary for an individual to function effectively in a democratic society:

   A. Through shared decision making.
   B. By setting example and instilling respect for the rights and freedom inherent in the dignity of man.
   C. By helping the student accept with understanding the accountability and responsiblity he has to himself and society.
   D. By a curricula of unusual quality that will enhance social, intellectual and racial intergration.

IV. At Whitney Young we will provide a setting where goals and techniques of attainment will change to reflect the everchanging needs of society by:

   A. A constant program of research and development and self-appraisal and reevaluation of the relavancy of the curriculum.

B. Using varied teaching approaches that allow for an exchange of ideas.
C. Maintaining dialogue and interaction with the community.

V. At Whitney Young we will share the responsibility of the development of the student with the family and other agencies through:

A. Encouraging a positive parent interest and involvement in the educational process.
B. Coordinating the efforts of the school and community agencies to best serve the needs of the students.

Whitney Young "Magnet" High School
Hearing Impaired Program

VOCATIONAL EXPLORATION CENTER FOR TECHNICAL
AND OCCUPATIONAL RESEARCH

Introduction. An innovative and distinctly unique program to educate hearing impaired adolescents will begin operations in September 1975 at Whitney Young High School in Chicago. While several of the customary features usually found characterizing a secondary education program have been incorporated and embellished within the Whitney Young complex, the presence of a vocational exploration facility -- V.E.C.T.O.R. -- stands forth as a notable and visible hallmark.

It is the purpose of this paper to describe the proposed activities of VECTOR and to outline the nature of its interfaces with other components of the Hearing Impaired Program, as well as with various community agencies.

A Description of VECTOR Interfaces. The Hearing Impaired Program at Whitney M. Young Magnet High School is committed to the extensive use of community resources in developing its total curricular scheme, particularly where vocational experience is concerned. The Division of Vocational Rehabilitation, through its numerous arrangements and agreements with private social and vocational agencies in the Chicago Metropolitan Area, represents one such community referral source. Students who are 16 years of age or older are eligible for these D.V.R. sponsored programs. The rationale underlying the participation of the D.V.R. and its cooperating private agencies may be found in the School Code of Illinois, "Rules and Regulations to Govern the Administration and Operation of Special Education," Article III, Section 3.02, Paragraph 5.

Goodwill Industries, being one of those cooperating agencies, offers the opportunity through D.V.R. to add another important dimension in assembling student profiles. The Multi-Dimensional Objective Vocational Evaluation (M.O.V.E.) measures a wide range of specific vocational abilities, including unilateral and bilateral motor behavior, perceptual skills, perceptual-motor coordination, etc. A computerized data imput program is then utilized to analyze each individual's scores as to how his or her abilities relate to jobs contained in the Dictionary of Occupational Titles (U.S. Dept. of Labor).

The resulting data provided by MOVE, combined with that from Whitney Young's Center for Evaluation, Diagnosis, and Research (CEDaR) will design a concise case profile of the individual student. This information will then be utilized with other collected data so that a realistic selection of possible vocational or career goals for each student can be pursued within VECTOR. Such data will provide the D.V.R., Vocational Counselor and the Staff Counselors of CEDaR AND VECTOR with a resource base from which to work in assisting students in making their vocational exploration selections.

The Junior year has been selected as the entry level for MOVE because of the students' projected language development stage at that point. CEDaR, VECTOR and the Curriculum Coordinator will also have had the necessary degree of previous experience with the students in order to better counsel them. It is to be noted that a sufficient degree of flexibility is inherent in the program so that new incoming Seniors may participate in this evaluation process. Students below the Junior level that are 16 years of age may take part also, provided that they exhibit language skills comparable to those enrolled in the Junior class.

At this point the role of VECTOR becomes one of providing exploratory experiences in areas which have been determined as a result of previous evaluations. Exploration will continue, but will be more specific in nature, through the Senior year. Every available school resource, private agency and work study program will be utilized in order to provide unlimited exploration opportunities (Diagram I).

Upon graduation, it is hoped that every student will have appropriate placement in a post-secondary setting. This may include, (a) assistance with job interviewing and obtainment of employment, (b) placement in an appropriate training program, or (c) enrollment in an institution of higher learning. It is expected that the Whitney Young Placement Office, DVR Counselor, Career Counselor, and Goodwill Industries facility will assist with attaining this goal of post-graduation placement.

Attached, please find graphic representations of how various aspects and components of the total program and its community resource adjuncts complement each other in the attainment of the stated goals of VECTOR.

To wit, they are:

Diagram I. The flow of students through the program and the links between VECTOR, CEDaR, DVR and the General Curriculum

Diagram II. The proposed flow of students through VECTOR.

Diagram III. Proposed utilization of the VECTOR physical plant facility.

The Facilitating Role of CEDaR. The Center for Evaluation, Diagnosis and Research will function closely with Goodwill Industries, the Division of Vocational Rehabilitation and the VECTOR program in order to facilitate the attainment of VECTOR'S multiple mission objectives. CEDaR will thus:

1) Be responsible for the administration and interpretation of all diagnostic testing batteries;

2) Be responsible for procuring the necessary parental permission for release of diagnostic information, as described above and also for the student's participation at Goodwill;

3) Be responsible for arranging the input of Counselors from the Division of Vocational Rehabilitation at the various entry points identified in Diagrams I and II, and also for obtaining parental permission to establish the student's file with D.V.R.

Summary. The Hearing Impaired Program of Whitney Young High School has made the preliminary arrangements with all of the above agencies and program components to effect the successful outcome of VECTOR activities. Also, it has proposed to the Division of Vocational Rehabilitation to (a) arrange a meeting--through CEDaR--with students and parents in order to open up the appropriate case history files, (b) to assist with the necessary funding (i) to provide for the M.O.V.E. Evaluation at Goodwill Industries, (ii) to provide for the assistance of two interpreters at Goodwill, (iii) to provide for the job sampling sequence at Goodwill, and (iv) to provide for the job placement of graduating Seniors through Goodwill's auspices.

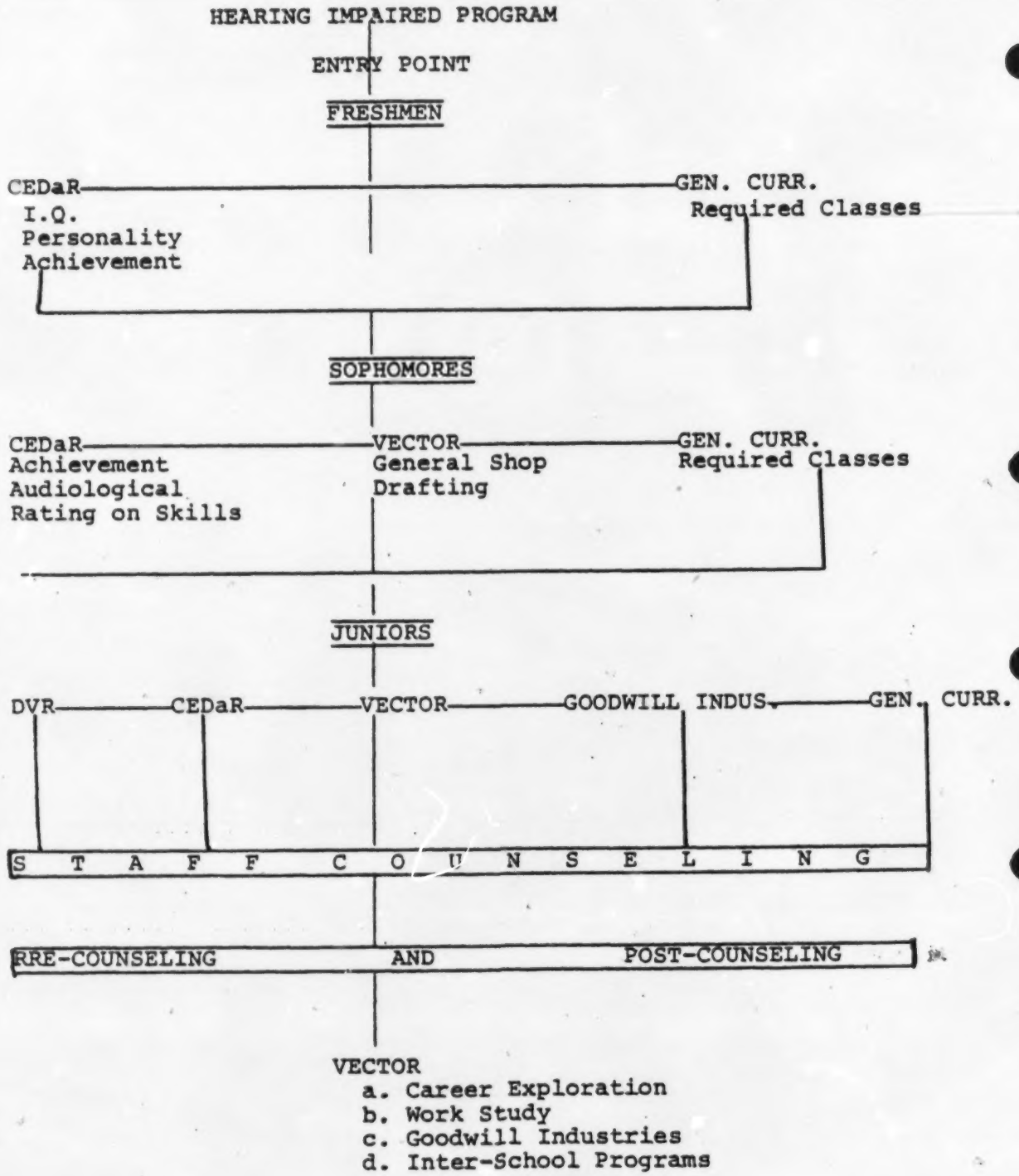


Diagram I. The flow of students through the program and the links between VECTOR, CEDaR, DVR and the General Curriculum.

VECTOR COMPONENT OF

THE HEARING IMPAIRED PROGRAM

(NO INVOLVEMENT OF PREPS AND FRESHMEN)

SOPHOMORES

General Shop (This program will be designed) (to include the following areas)

1. Metal
2. Wood
3. Electricity
4. Plastics
5. Graphic Arts
6. Pre-Drafting

DVR----------JUNIORS----------Goodwill Industries

VOCATIONAL EXPLORATION

All subjects taken under this title will include a 4 week evaluation at Goodwill Industries.

1. Construction
   a. Plumbing
   b. Masonry
   c. Carpentry/Wall Covering
   d. House Wiring

2. MECHANICAL AREA
   a. Auto Body
   b. SMALL ENGINE THEORY
   c. Mechanisms/Drive Trainer
   d. Hydraulics

3. TOOLS AND MATERIALS
   a. Plastics
   b. Woods
   c. Metals (Machine)
   d. Electronics

4. WORK STUDY PROGRAM (CWT)

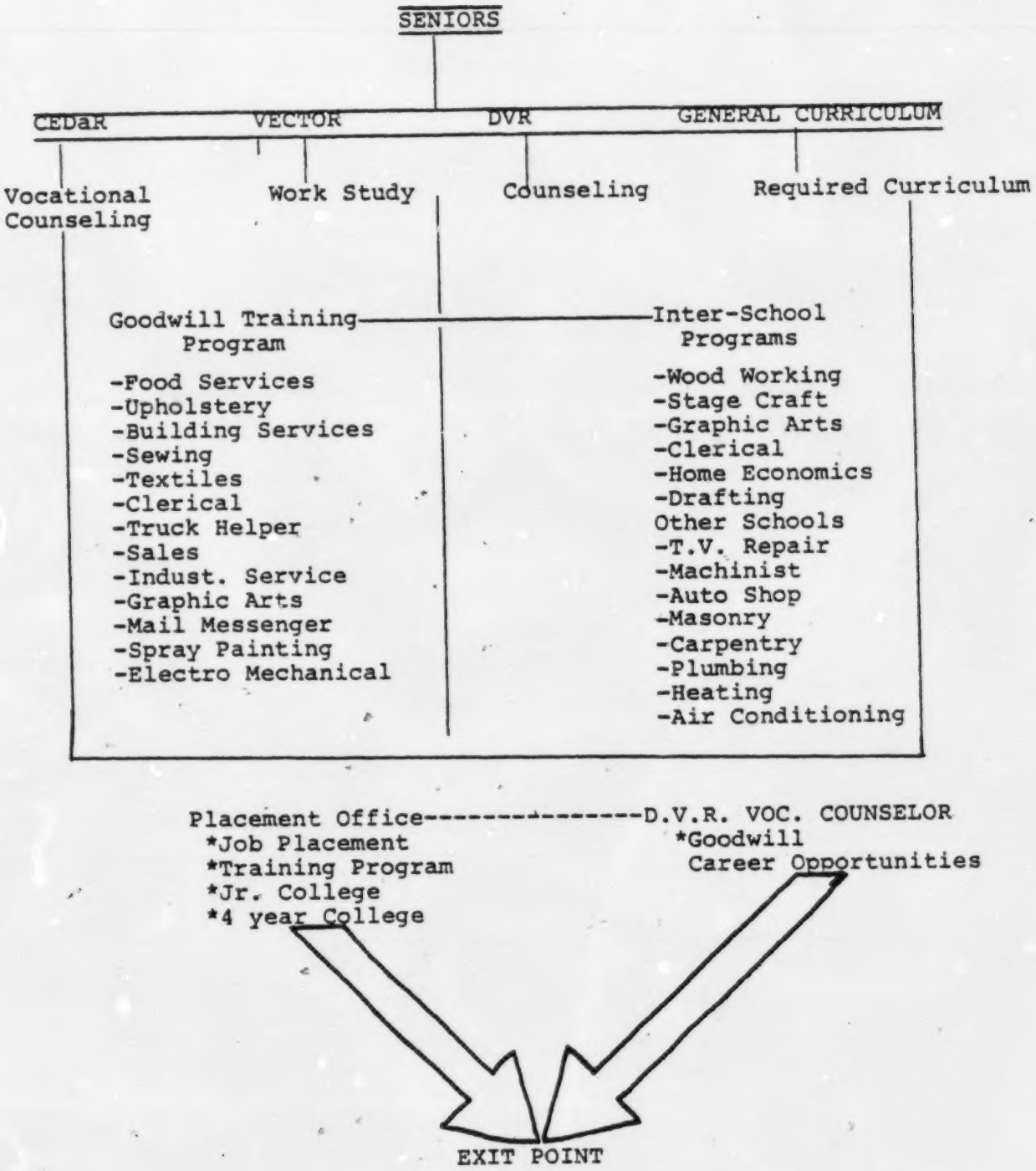
SENIORS

1. WORK STUDY PROGRAM

2. AREA CONCENTRATION
   Intergrated Classes with "Hearing" Students
   a. Woodworking
   b. Graphic Arts
   c. Drafting
   d. Utilization of Other Public School Facilities

3. PLACEMENT OFFICE ACTIVITIES (DVR, GOODWILL INDUS., CAREER COUNSELOR)

Diagram II. VECTOR EXPLORATION COMPONENT



-Diploma with Placement-

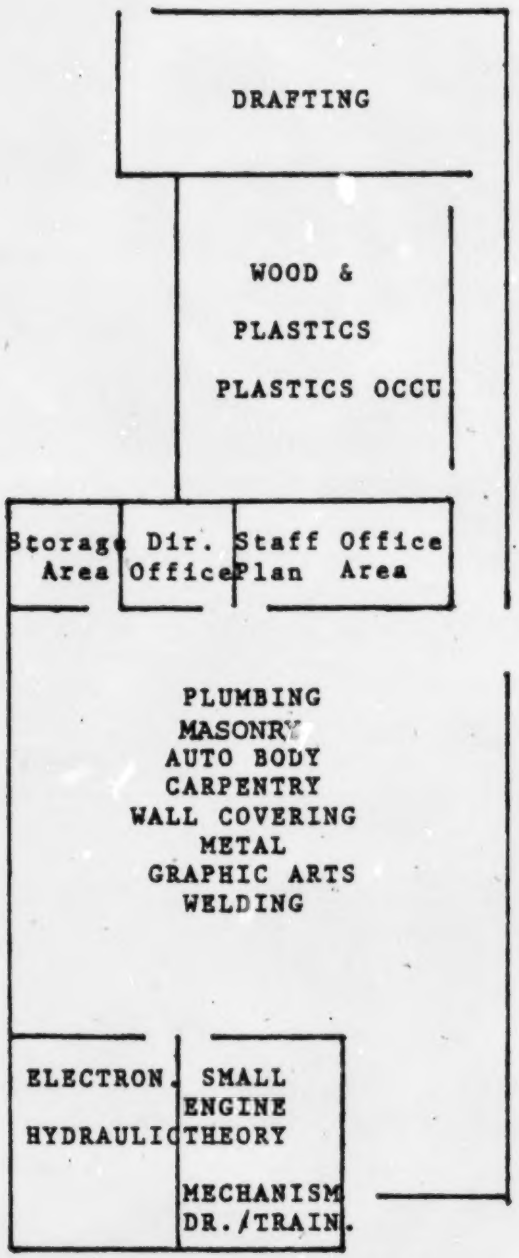


Diagram III. Proposed Plant Utilization By VECTOR

SCALE 1/16= 1'-0"

GRADUATION REQUIREMENTS - DIPLOMA PROGRAM

I. The required total number of credits for high school graduation is 18 of which 16 must be in major subjects.

II. Majors Required — Credits

A.	Four years of English	4
B.	Three years of Social Studies	
	1. One year U.S. History	
	2. One-half year Civics/Public Law	
	3. One-half year Consumer Education	
	4. One Elective	
C.	Three years of Science and Math	3
	1. Two years Math and one year Science	
	or	
	2. One year Math and two years Science	
D.	Electives	6
	Total	16

III. Minors Required

A.	Four years P.E. (4 x ¼)	1
B.	One year Art	½
C.	One year Manual Communication Music, Drafting, Speech Therapy, etc. (student may choose one)	½
	Total	2

IV. Sequence Requirements

A. One 4 year Sequence - English
B. One 3 year Sequence - Social Studies
C. Two 2 year Sequence or one 3 year sequence in any major subject area.

REQUIRED CLASSES

Freshman

1. English
2. Math &/or Science
3. Social Studies
4. Elective
5. P.E.
6. Art I

Sophomores

1. English
2. U.S. History
3. Math or Science
4. Elective
5. P.E.
6. Minor - Elective

Juniors

1. English
2. Civics/Consumer Ed.
3. Elective
4. Elective
5. P.E.

Seniors

1. English
2. Elective
3. Elective
4. Elective
5. P.E.

All students should also be registered for the communication course recommended for them each year.

EVERYDAY LIVING SKILLS (E.L.S.)

1. Banking
2. Job applications
3. Filling out application forms: college entrance, insurance of different kinds, social security, withholding tax statements
4. Paying bills: phone, utility, credit
5. Use of credit cards, and following policies of making payment
6. Reading classified ads: employment opportunities, housing, auto, misc.
7. Selective reading----newspapers: headlines, subheadlines, sections
8. Sex education
9. Magazines
10. Driver education/license
11. Various community services
12. Careers-----Education/Information
13. Special lecturers from the deaf community
14. Voter registration/voter's rights and responsibilities
15. Key government information
16. Free informative material like Bicentennial Commission and Sears catalogue
17. Phone call procedures: courtesy & considerateness for others
18. Travel reservations: plane, bus, train, etc.
19. Travel brochures
20. Relations with police/fire departments
21. Courtesy & respect for adults: teachers and elders
22. TIY's and service
23. Deaf community activities/programs
24. RTA
25. Interpreting services: public meetings, workshops, conferences, courts, etc.
26. Courts & Attorneys
27. Athletic opportunities (inside/outside)
28. Clubs and organizations serving the deaf
29. Captioned films for the deaf
30. Captioned news
31. Law and the Deaf (Contact Gallaudet)
32. Decision-making values

Additional suggestions requested.

L. Forestal
11/29/76

TRANSITIONAL PROGRAM: List of Independent Living Skills - from basic to more complex. Rough Draft

LEVEL I

1. Cooking Skills--preparing meals
   - Breakfast
   - Lunch
   - Dinner

   Cooking Terms--boil, bake, broil
   Measurements
   Food Categories

2. Laundry--Proper Care of Clothing

3. Personal Grooming
   - Proper clothes
   - Hair, etc.

4. Transportation--Types of vehicles
   - Commuting, shopping, etc.

5. Personal Hygiene--body care(teeth, eyes, etc.
   - skin care
   - beauty care
   - health care

6. Personal Safety--traffic laws and pedestrian laws, traffic signs
   - fire-matches, gas, kerosene, prevention and first aid
   - poisons, cleaning products-reading labels
   - hazards of accidents, falls
   - protection of young children
   - care of personal property
   - knowledge of first aid(drowning, snake bites, home)

7. Recreation--how to relax
   - leisure time
   - activities
   - community services
   - group activities--parties, planning time required
   - etiquette
   - games, etc.

8. Housekeeping--chores (dusting, sweeping, washing dishes, etc.
   - helping other people
   - care of the furniture
   - outdoor chores--mowing, planting, horticulture
   - care of the landscape
   - care of property--car, home, etc.

9. Citizenship--respect to yourself, others, places
   - voting
   - obey laws and order (litter, driving, signs)

Basic academic skills:
- Reading
- Language--Project Life
  - TESL
- Math-telling time, calendar terms
  - addition and subtraction concepts
  - money value
  - know how to discriminate between dollar and coin value equality (i.e. 4 quarters 25¢ - $1.00
    10 dimes 10¢ - $1.00

Family Living--Names of the Family and their relation to the student-parents, grandparents, etc., family tree
Roles of the family

Family Living, continued
comparison of likes and dislikes
races, friends, strangers, geriatrics

LEVEL II

1. Setting up a schedule - eating
work
sleep
leisure time

2. Planning menus--plan for nutrition (vitamins, calories, etc.)
shopping, marketing
special sales, coupons, comparisons of specialis in stores
understand ingredients
serve to a number of people-2 people, 4, 6, etc.
follow recipes, expand or reduce

3. How to find and rent an apartment--different types of housing
townhouse, house, room and board, apartment,
responsibilities to tenant and landlord
pay bills for monthly rent
-leasing contract
-late charge after deadline
-utilities

4. Budgeting--paying bills
credit cards
contracts
mortgage
plan a budget--basic necessities
entertainment
miscellaneous
maintain records of expenses--budget book
receipts
bills

Basic Academics--Language
-Toehold Series
-Apple Tree System
-TESL
Reading-Language of Life (modified)
Pal Series (modified)
Math-Checking account
Savings account
Money management

5. Sex Education
Recommended text: Education for Sexuality
-Love
-What the word "sex" means to the students
-Relationships-dating, petting, molesting, rape, etc.
-Intercourse--how the sperm travels to the ovaries, conception, etc. - erection, etc.
-Inter-relationships between mates
life style
adjustment between mates

Sex Education, continued
Inter-relationships between males
-decision making
Birth Control
-ways to prevent pregnancy
-techniques-pill (how to get it)
diaphragm
foam, condoms
-sterility, vasectomy, hysterectomy, tubal ligation
Test for cancer--Pap test
Venereal Diseases
Agencies for referral: Planned Parenthood, Birthright, etc.

LEVEL III

1. Alcohol Education--definition of terms
beer, whiskey, wine, etc.
effects of alcohol on the body and mind
reasons why people drink

2. Drug Education--definition of terms
drugs used for medical terms
drugs used for non-medical purposes
marijuana
hard drugs-speed, LSD, heroin
Effects of the drugs on the body and mind
Reasons why people use drugs

3. Getting ready for a job (Career Education)
-Desire for a job
seeking opportunities
specific skills
requirements
observe working conditions
comparisons between employments

-Apply for a job
letter of application request
application papers
-terminology
acceptance for an interview

Interview--make appointment
proper attire
behavior conduct
rules of greeting
ability to answer questions
interpreting--make arrangements or communicate by writing

Acceptance of Job--acceptance or decline letter
came to the job on time

Working attitudes--getting along with people

Career Education, continued

Working attitudes
--respect to your boss

Working habits--time sheet
friendliness
concept of coffee break, etc.
vacation

Assembly line--making products
meeting deadline
samples of working situations

Basic necessities

-Income tax
fill out the forms
W-2 forms
tax exemptions, etc.

Social Security and other resources

-Benefits
-Retirement
-SSI
-Welfare
-Food stamps

SHELTERED OCCUPATIONAL SHOP, INC.

GUIDE LINES
FOR
SHOP WORKERS

OBJECTIVES
POLICIES
RULES

622 Minor Street Telephone 323-8585 Memphis, Tenn. 38111

(Rev. 1-1-76)

CONTENTS

Objectives and Policies
Admissions Policy
Termination Policy
Safety, Medication and First Aid
Hours of Work
Time-Keeping
Wages
Problems on the Job
Discipline
General Rules
Grooming and Attire
Continuous Service, Leaves of Absence and Work Trials
Vacations and Holidays
Inclement Weather
Placement in Outside Employment
Amendments

OBJECTIVES AND POLICIES

The Sheltered Occupational Shop is a private non-profit workshop for the training and employment of mentally retarded adults. Its purpose is to provide a place where mentally retarded workers can obtain the instruction and guidance which will enable each individual to fulfill his maximum potential as a worker. The Shop's objectives include paying wages to workers in training and employment, assisting qualified workers in finding competitive employment, and providing continued employment in the workshop for those who do not qualify for outside employment.

In furtherance of these basic objectives, it is the policy of the Sheltered Occupational Shop to train its employees as rapidly as their individual capacities permit, to assist them in their social adjustments, to provide a working atmosphere as close to actual business conditions as possible, and to help place them in outside competitive employment when they are qualified.

S.O.S., Inc. is an equal opportunity agency, dedicated to a policy of non-discrimination in employment on any basis, including race, creed, color, age, sex, religion or national origin.

SHELTERED OCCUPATIONAL SHOP, INC.

ADMISSION POLICY

A. General

At the present time there are four separate programs in operation serving the mentally retarded. These are:

1. Evaluation Program	40 Working Days
2. Work Adjustment Training	80 Working Days
3. Work Activities Center	Permanent Employment
4. Work Shop	Permanent Employment

In the daily operation of the Shop there is a definite limitation as to the number of retardates who can be properly served and financially supported within our present facility and budgetary limitations. It is mandatory that a policy be established and adhered to in order not to exceed our capacity and our ability to support the total operation of the Shop.

The following policy regarding the acceptance of retarded individuals into any one of the four programs is hereby established and the authority for the proper administration of the total program assigned.

B. S.O.S. General Criteria

For any retardate under consideration for acceptance:

1. Be toilet trained
2. Be able to eat without assistance
3. Be responsible for transportation to and from the Shop
4. Provide daily lunches
5. For individuals housed in an institution or hospital, such facilities shall be responsible for the transportation requirements

C. General Requirements

1. All applicants must file an application with S.O.S. which will be processed in order of the date of application.
2. Minimum age is established at 16 years with no maximum age limit.
3. There are no restrictions as to sex, race, creed, color or financial background.
4. Each applicant/employee must be a resident of Shelby County, Tennessee
5. Each applicant's degree of retardation must relate realistically to the potential of the workshop. Each applicant must realize that acceptance as a trainee or permanent employee is dependent upon a desire to learn to work, and that continued permanent employment will depend upon conduct on the job and the individual's attitude and ability to satisfactorily perform assigned tasks.
6. Applicants must possess sufficient physical capabilities to enable them to participate in the training and other activities offered by the Shop, substantiated by a physical examination report.
7. Applicants with mental disorders must be certified by a psychiatrist as ready for training and preparation for permanent employment.
8. A report from a psychologist must substantiate that degree of mental retardation.

F. Acceptance for Permanent Employment - Work Activities Center Status

Retardates who complete Work Adjustment Training are automatically placed on a waiting list pending approval for admission to S.O.S. as a permanent employee. Candidates shall be classified as acceptable in either the Work Activities Center or the Workshop based upon their performance in the Work Adjustment Training Program. This classification shall be established by the Counselor/Evaluator after consultation with the Training Supervisor and the Admissions and Review Committee.

Admittance to S.O.S. as a regular permanent employee is again dictated by the facility and financial limitations as well as the anticipated productivity of the individual and the amount of contract work available. The Work Activities Center consists of individuals whose impairment and capabilities are such that regular employment outside of a sheltered environment is impossible. These retardates cannot be expected to be fully capable of meeting any standard production schedule and, as such, do not fully contribute to the overall income required for their support.

Workshop employees are defined as those individuals who are capable of performing remunerative employment under an occupational rehabilitation atmosphere.

The Executive Director shall be responsible for maintaining the proper distribution of employees between the Work Activities Center and the Workshop. Candidates from the Work Adjustment Program who are not accepted for permanent employment shall be referred back to the D.V.R. for further action. Candidates who are accepted shall be permanently employed only if vacancies exist within the S.O.S. facility. If no vacancies are available, these candidates shall be placed on a waiting list and parents or guardians, the Social Worker or assigned counselor, and D.V.R. shall be so notified in writing.

D. Admission for Evaluation

All retardates entering this program shall be referred to the Shop through the Department of Vocational Rehabilitation (D.V.R.). The length of the Evaluation Program is forty (40) working days or eight (8) weeks. During this period the retardate is fully evaluated to determine his or her vocational abilities and potentials. Upon completion of this period a complete detailed report, including recommendations for future training and employment, is prepared and submitted to the D.V.R.

At the present time, with only one Rehabilitation Counselor available, the capacity of this program is ten (10) retardates at any one time. Applicants are processed through D.V.R. and referred to the Shop as vacancies occur on our rolls. Close contact shall be maintained with the D.V.R. in order to keep the number of retardates at the desired level. Candidates shall be accepted on a seniority basis as established by the D.V.R. from the waiting list of applicants. All files and case histories, including recent medical and psychological evaluations, shall be made available to the Shop by the D.V.R.

E. Admission for Work Adjustment Training

This program is an adjustment period designed to assist an individual in acquiring personal habits, work habits, attitudes and skills required for continued employment at S.C.S. or in other gainful employment. The duration is normally eighty (80) days and for selected individuals as determined by the D.V.R. may be extended to one hundred sixty (160) days.

The present capacity for W.A.T. is considered to be a total of twenty-five (25) retardates at any one time. This limitation is again determined by the availability of one Rehabilitation Counselor and by the number of training supervisors currently provided under budget and financial limitations.

Individuals who complete the Evaluation Program and are determined to have the ability or potential to become employable are recommended for employment by the Shop to the D.V.R. Upon reviewing the completed Evaluation Report the D.V.R. shall make the decision concerning admission of the individual into the W.A.T. program. The Shop shall then advise the D.V.R. of existing vacancies and again, candidates shall be placed into the program on a seniority basis from the current waiting list.

If a candidate has been fully evaluated at another recognized facility he or she shall be processed the same as any other applicant through the D.V.R. into the W.A.T. Program.

Retardates who are in the W.A.T. Program shall be continually followed and their progress monitored. If it becomes apparent that the individual is not progressing or has displayed adverse behavior patterns which preclude his or her development to an employable level even in a sheltered environment, the D.V.R. shall be so notified and a recommendation submitted for termination of training.

SHELTERED OCCUPATIONAL SHOP, INC.

TERMINATION POLICY

A. Evaluation and Work Adjustment Trainees

Personnel engaged in these two programs are all referred to S.O.S. through D.V.R. channels or other mental health agencies and S.O.S. receives a service fee for each day an individual participates. The Evaluation Program is for a 40 day period and the Work Adjustment Training Program is normally for an 80 day period, although selected individuals may be granted an additional 80 day period by the D.V.R.

Every effort shall be made to assist and train an individual to allow for successful completion of each program. In some instances, however, it may be necessary to terminate certain individuals who do not demonstrate an ability to train or adapt to the Shop. The following shall be considered justifiable reasons for termination:

1. Excessive absenteeism
2. Inability to adapt to Shop requirements
3. Unsatisfactory behavior patterns
4. Unwillingness to participate or continue in the programs
5. Complete incapability to function in a sheltered environment
6. Two previous one-week suspensions for any of the above reasons

Each individual will be closely monitored by the Rehabilitation Counselor and the assigned Training Supervisor, and progress records shall be maintained by them. If they decide an individual is to be considered for termination, a complete report shall be submitted to the Executive Director. When final approval for termination has been made by the Executive Director the D.V.R. shall be notified, and the parents or guardians of the individual involved shall be advised of the action.

B. Work Activities Center and Workshop Employees

These two categories of employees are considered permanent S.O.S. employees. Under certain circumstances it may be necessary to terminate certain individuals for the following reasons:

1. Excessive absenteeism not substantiated by valid excuses
2. Unsatisfactory behavior patterns
3. Voluntary termination
4. Two previous one-week suspensions for leaving the Shop premises or any of the above reasons

When an individual is being considered for termination from employment, a letter shall be prepared by the Counselor/Evaluator to the parent or guardian and the D.V.R., advising them of all circumstances involved and offering the opportunity to visit S.O.S., and fully discuss the situation. If no response is received, the individual may be offically terminated by the Executive Director following consultation by the Counselor/Evaluator with the Admissions and Review Committee.

An individual may be granted a leave of absence for medical reasons when the parent or guardian presents proper justification to the Executive Director.

The Executive Director shall have the authority to temporarily suspend an individual from attending S.O.S. when termination is not considered appropriate action. In each instance, the parent, guardian, and/or D.V.R. counselor shall be notified and advised of the circumstances.

SAFETY - MEDICATION - FIRST AID

A. Safety

Safety is of utmost importance in the operation of the workshop. Each worker is taught the proper and safe method for doing each job. The meaning of the various Shop safety rules is explained and the importance of obeying these rules is stressed.

There is no mystery about safety. Common sense and cooperation with supervisors and fellow workers are the two most important factors in the prevention of accidents on the job. Each person must learn as much as possible about every job and apply safety rules so that Accidents can be Avoided.

The following general rules are made for everyone's protection and must be strictly observed by all workers.

1. Keep each work place in a clean and orderly condition at all times to eliminate one of the main causes of accidents.
2. Horseplay and practical joking can be a serious hazard and will not be tolerated.
3. Running in the Shop, aisleways, or around the outside of the Shop is not permitted.
4. Any injury, no matter how slight, must be reported to the supervisor immediately.
5. Where the job necessitates, safety glasses will be worn.
6. Any act or condition that appears to be dangerous, should be reported immediately to the supervisor.
7. No employee is allowed to operate any machine without approval of the assigned supervisor.
8. No employee is allowed to touch any electrical switch or fuse box.
9. When operating a drill press, a short sleeved shirt and no necktie is a mandatory requirement.
10. Employees are encouraged to wear sneakers, rubber-soled shoes or any non-skid type of shoe. Ladies are encouraged not to wear open-toed sandals or high-heeled shoes. This is to help avoid slipping, falling, or foot injuries.
11. Employees are not permitted to use any materials handling equipment without direct permission of the assigned supervisor.
12. All personnel are covered by Workmen's Compensation Insurance in the event of any accident occuring on the premises during the normal work day. Any accident or injury occuring on the premises requiring medical attention will be taken care of by S.O.S. through proper medical facilities during normal working days.

B. Medication

The responsibility for providing a Doctor's prescribed medication to employees rests with the family and the employee. Under no circumstances will any staff member provide or administer prescribed medication to employees.

C. First Aid

First aid at S.O.S. is limited to small bandages, band-aids, antiseptic spray and aspirin. Anything more than simple first aid will be taken care of by local doctors under Workmen's Compensation Insurance coverage.

HOURS OF WORK

A. Workweek:

The regular workweek begins on Monday and ends on Friday.

B. Payroll Week:

The payroll week covers the full seven-day period from Saturday to the following Friday.

C. Workday:

The length of the workday may vary from 6 to 8 hours depending on the needs of production and, in the case of trainees, the type of training program. Work schedules will be determined by the Executive Director and all regular workers and trainees will be notified in advance of any change in their working hours.

At present: Workday begins at 8:30 A.M.
and ends at 4:00 P.M.

D. Lunch Period:

The lunch period is one half hour in duration in three staggered shifts between 11:30 A.M. and 1:00 P.M. The time off for lunch is without pay.

E. Rest Periods:

Two fifteen minute rest periods are provided with pay each workday. Each supervisor will schedule this time off as near the middle of the morning and afternoon as possible. Normally the rest periods are from 10:15 A.M. to 10:30 A.M. and 2:15 P.M. to 2:30 P.M.

TIME-KEEPING

All trainees and workers must use the time clocks provided. The following rules must be carefully studied and strictly observed.

1. Each trainee and worker must punch "in" when reporting to work at the beginning of the day and "out" when leaving work at the end of the day.

2. Workers and trainees must be at their place of work at the regular starting time. Individuals will be considered late for punching in five minutes or more after the scheduled starting time. As a penalty of lateness, workers will not be permitted to start work until the next quarter hour after punching in.

3. Workers and trainees who leave the Shop during working hours must receive permission from their supervisors and punch "out" when leaving and "in" again when returning, unless such time out is on regular Shop business.

4. If a worker has failed to punch his or her time card, if it has registered improperly, if another worker has rung his or her card by mistake, or if the card has been defaced or marked in any way, the worker must show the card to his or her supervisor as soon as the trouble is noticed.

5. Each worker must punch his or her own time card and is never permitted to handle the time card of any other worker.

6. Each individual is assigned a pay number which identifies the time card along with the name.

WAGES

A. Pay Period:

Wages are paid by check each two weeks on Wednesday for the two payroll weeks ending on the preceding Friday.

B. Rates of Pay:

The rate of pay for each worker is determined by two methods, depending on the circumstances in each case:

1. Hourly Rate
2. Training Rate

Hourly rates are determined by the Shop based on production, and equal or exceed the hourly rates approved by the Department of Labor for handicapped workers. Training rates and the length of training periods are determined by State and Federal Standards for the approved training programs.

Workers are urged to consult with their supervisors if they have any questions regarding the amount of their pay, or the hours of work.

C. Payroll Deductions:

Social Security taxes are deducted from all wages earned. Federal and State taxes will be deducted from wages earned whenever this is necessary. Blue Cross premiums will be deducted for any permanent employee who requires this coverage. The employee pays two thirds of the monthly premium and S.O.S. pays one third. The rates may vary according to determination by Blue Cross, and any increase in premiums will be handled accordingly.

D. Handling of Checks:

Checks will be given to all employees who are present on scheduled pay days. Checks will be held for those employees absent on pay days and given to them at the first opportunity when the employee is present.

Parents or guardians who desire that checks be mailed to a given address shall so advise by written letter to the Executive Director.

PROBLEMS ON THE JOB

The Sheltered Occupational Shop will give consideration to all reasonable requests and problems which may emerge to ensure that fair and just treatment is given to each worker at all times. Misunderstandings usually come about because all the facts are not known or fully understood. Therefore, each person is urged to talk over major problems with his or her supervisor whenever they may come up.

If the supervisor cannot settle a problem satisfactorily, the individual can then request sufficient opportunity to discuss the matter with the Counselor.

Personal problems of a serious nature requiring strict confidentiality may be referred directly to the Counselor at any time.

It is recommended that, in cases where the worker cannot properly handle his or her own problem in this manner, the parent, guardian, or other interested person contact the Sheltered Occupational Shop and make an appointment to discuss the case with the Executive Director at a mutually convenient time.

DISCIPLINE

Repeated absenteeism or lateness in reporting to work, without a reason that is satisfactory to the Executive Director, will be considered sufficient cause for suspension and recommendation for termination of employment. Workers who are absent from work for any reason must report the reason to the secretary as soon as possible on the first day of absence. (323-8585)

This information is needed by the Executive Director in order to determine whether an absence is justifiable.

Workers who fail to maintain proper discipline in the Shop, disregard the Shop rules or supervisor's orders, leave the building without permission will be temporarily suspended by the Executive Director.

A trainee or permanent employee may be"clocked out" by a supervisor for infraction of rules or improper conduct. During the period of being "clocked out" no pay is received. An"Incident Report' must be submitted by the supervisor explaining this action and will become a permanent record in the employee's file.

GENERAL RULES

1. Employees shall be responsible for their own personal monies while on the premises of S.O.S. No employee shall borrow from or lend money to another employee, or carry more than a small amount at any time at S.O.S.
2. No staff member shall be allowed to handle monies belonging to employees. No staff member shall lend to or borrow money from an employee or sell any type of item to an employee.
3. No employee shall buy from or sell to another employee any item of personal property while on the premises of S.O.S.
4. No employee shall take any item of personal property belonging to another employee.
5. No employee shall be allowed to leave the premises of S.O.S. during working hours, rest periods or lunch periods without written consent from a parent or guardian. Employees leaving the premises during the above periods shall be clocked out at the time of leaving. Any leave without permission is grounds for one week suspension and two such suspensions is grounds for termination from S.O.S.
6. Proper behavior between members of the opposite sex shall be observed at all times. Repeated or serious improper acts shall be cause for suspension.
7. Proper behavior between members of the same sex shall be observed at all times. Repeated or serious inappropriate action shall be cause for suspension.
8. Transportation is the responsibility of the employee and the family. Employees are to be at work at the scheduled time and picked up, if required, no later than 4:30 P.M. Arlington Developmental Center shall be responsible for transportation of all employees under their custody.
9. Lunches are the responsibility of the employee and the family. Each employee shall be required to bring his or her own daily lunch. Arlington Developmental Center shall be responsible for providing lunches for S.O.S. employees under their custody. MARC House is responsible for providing lunches for S.O.S. workers under their custody.

GENERAL RULES
(Cont'd)

10. Smoking is permitted only in the lunch room and only during rest periods and lunch times. This rule is extremely important since so many of the Shop tools and products are highly flammable.

GROOMING AND ATTIRE

As in any type of employment, it is important that all workers report to work clean and neatly dressed each day. This means everyone is to bathe regularly, use a deodorant, keep hair clean and neatly combed. and wear clean clothes. The men should also be cleanly shaven.

We have no rules against long hair, beards or mustaches but do insist that everyone present a neat and clean appearance.

Since S.O.S. is a workshop, work clothes such as jeans and slacks are recommended for the men and skirts and slacks for the women. Any type of sensible attire appropriate for work should be worn. Short shorts, hot pants, mini-mini skirts, halter tops and play clothes of this nature should not be considered appropriate for work in the Shop. Extreme dress is distracting to other workers, and does not make a very good impression on the many visitors.

In cases of extreme heat shorts of a reasonable length may be worn by both males and females.

CONTINOUS SERVICE

Continous Service, or Seniority, means the length of time you have been permanently employed.

A. Leave of Absence
Limited leave of absence will be granted for reasons of health, or for other reasons approved by the Executive Director. All leave will be taken without pay. The employee's name will be continued on the payroll for the duration of any approved leave and such time away from work will not be considered as a break in the continuity of the employee's service. The following types of leave will be recognized:

1. Sick Leave
Sick leave may be taken for reasons of illness for a period up to 10 working days. If the employee is unable to return to work after an absence of 10 working days due to illness, an extension will be granted on written request that is accompanied by a doctor's certificate of illness. An employee who has been on such an extended leave must submit a doctor's statement indicating fitness to resume regular work.

2. Leave of Absence for Personal Reasons
Leave of absence for personal reasons may be granted by the Executive Director for periods not to exceed 30 working days in each calendar year. Requests for such leave up to 5 working days may be made verbally to the Executive Director. Requests for leave of absence beyond 5 working days must be made in writing and will be granted provided the reason is satisfactory.

CONTINUOUS SERVICE
(Cont'd)

B. Work Trials:

Employees will be granted time off to accept employment outside the Sheltered Occupational Shop on a trial basis. During this time the worker on trial will be carried on the records as an employee on leave of absence. Employment at the Sheltered Occupational Shop will be terminated when satisfactory job progress has been established by the trial employer. If satisfactory job progress is not made, the worker may return to the Sheltered Occupational Shop within 5 working days from the last date of employment with the trial employer without breaking his or her continuous service at the Sheltered Occupational Shop.

VACATIONS

A. Purpose:

The purpose of the vacation plan is to provide an annual vacation with pay for each eligible worker.

B. Eligibility:

1. Eligibility for and length of vacation with pay is determined by the length of continuous service in the Shop, beginning on the date of first PERMANENT employment.

2. Workers employed during a calendar year will not be entitled to a vacation with pay during that year. (Leave of Absence may be taken without pay).

3. Workers employed between July 1 and December 31 of a year will be entitled to one week of vacation with pay the following year.

4. Workers employed between January 1 and June 30 of a year will be entitled to two weeks of vacation with pay the following year.

C. Vacation Pay:

The vacation pay shall be based on the hourly rate in effect for a worker at the time the vacation begins.

D. Time of Vacation:

Individual vacations will be scheduled by the Executive Director, considering both the wishes of the worker and the requirements of production. Requests for vacation dates should be made as early as possible during each year. In the event that too many workers apply for vacations at the same time, preference will be given on the basis of seniority (length of continuous service.)

E. Length of Vacation:

1. The vacation week consists of seven consecutive days beginning on Monday and ending on Sunday. Workers eligible for two weeks of vacation may take this in one continuous period or in two periods of one week each.

2. Vacation time may not be accumulated from year to year.

F. TERMINATION of Service:

No vacation pay will be allowed in case of voluntary resignation or discharge for cause.

HOLIDAYS

The following nine days will be observed as holidays, with pay, and the Shop will be closed.

Good Friday	Labor Day
New Year's Day	Thanksgiving Day
Memorial Day	Day After Thanksgiving
Independence Day	Christmas Eve
	Christmas Day

If any of these holidays should fall on a Saturday, then the Friday immediately preceding shall be observed as a holiday. If any of the holidays fall on Sunday, then the following Monday shall be observed as a holiday.

A holiday which occurs during an employee's scheduled vacation will be allowed as an additional day of vacation.

INCLEMENT WEATHER

On some occasions in the winter when there has been a heavy snow or the streets are icy, the Shop will close for the day. If Memphis City Schools close, S.O.S. will also close. If the Board of Education does not close the city schools, S.O.S. will be open as usual.

PLACEMENT IN OUTSIDE EMPLOYMENT

As previously noted in this pamphlet, one of the objectives of the Sheltered Occupational Shop is to help qualified workers find jobs in outside competitive employment. The Shop will cooperate with other agencies in this effort but it can assume no direct responsibility for securing such employment. In addition, he or she is expected to accept such work rather than remain in the Shop indefinately.

AMENDMENTS

The rules, policies and benefits set forth in this pamphlet are subject to change as the need may arise. The Board of Directors of the Sheltered Occupational Shop, Inc. reserves the right at all times to add to, delete from, or modify in whole or in part any of the statements made in this pamphlet.

Description of the East Vocational-Technical School

The East Vocational-Technical Center is a Skill Training Center serving ninth through twelfth grade students from five different high schools and adults when space is available. School buses provide transportation for the students to the vocational center from their base schools. The hearing impaired students are assisted by a full time interpreter and a teacher of the hearing impaired, thereby, being able to take full advantage of the programs offered.

The class offerings are as follows:

Printing
Auto Industries
General Metal Trades
Plumbing and Pipe Fitting
Small Gas Engine repair
Electricity
Electronics
Vocational Office Education
Cashier/Checker
Fashion Merchandizing
Care and Guidance of Children
Food Services
Clothing Services